



**THE SUPPORTIVE ROLE OF THE SUBJECT
ADVISORY SECTION OF THE EDUCATION
DEPARTMENT OF QWAQWA
BY**

306447

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DECLARATION

I declare that: THE SUPPORTIVE ROLE OF THE SUBJECT ADVISORY SECTION OF THE EDUCATION DEPARTMENT OF QWAQWA is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university.

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AUTHOR

Phuthaditjhaba

October 1994

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- a) TITLE: The supportive role of the Subject Advisory
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- f) SUMMARY:

The Education Department of Qwaqwa attach great value to quality education. The Advisory Section was therefore established to improve the standard of education in Qwaqwa. Subject advisers of said section perform a dual role: rendering support to ~~teachers and~~ delivering managerial activities. This dual role implies that subject advisers operate on different levels and assume different roles while fulfilling their task of supporting and improving work of teachers. Subject advisers must therefore be thoroughly equipped for the task.

Through qualitative research the managerial skills of subject advisers were assessed and the need for training as well as, aspirations and expectations of teachers in respect of support and advice were established. A need for in-service training of subject advisers was identified and a new set of criteria for the evaluation of subject advisers was formulated, because proper evaluation can serve to encourage improvement.

A holistic approach for improving the teaching situation in Qwaqwa which would encourage participation of all stakeholders in education is proposed by the researcher.

- a) TITEL: The supportive role of the Subject Advisory Section
of the Education Department of Qwaqwa
- b) STUDENT: M M Masoeu
- c) GRAAD: M.Ed
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Die Departement van Onderwys van Qwaqwa plaas 'n hoë premie op gehalte onderwys daarom is 'n Raadgewende Afdeling in die lewe geroep om onderwys te bevorder. Die Vakadviseurs van genoemde afdeling vervul 'n tweeledige doel; naamlik ondersteuning aan onderwysers en 'n bestuursfunksie.

Hierdie tweeledigheid impliseer dat vakadviseurs op verskillende vlakke fungeer en verskillende rolle moet aanvaar tydens die verrigting van hul pligte. Dit impliseer deeglike toerusting vir hul taak.

Deur kwalitatiewe ondersoekmetodes is die bestuursvaardighede van vakadviseurs getoets om die behoefte aan opleiding te bepaal. Die aspirasies en verwagtinge van onderwysers ten opsigte van raadgewing en ondersteuning is ook vasgestel. 'n Behoefte aan indiensopleiding is by vakadviseurs geïdentifiseer en 'n nuwe stel kriteria vir evaluering van vak adviseurs is geformuleer omdat evaluering 'n belangrike rol speel in opgradering van vaardighede.

'n Holistiese benadering om onderwys in Qwaqwa te bevorder, word aanbeveel aangesien alle belanghebbendes tot deelname en samewerking aangemoedig behoort te word.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTORY REMARKS

Education is an activity undertaken by all communities. This special feature demands of the professional educator to carry out his task in the closest association with the community. For education to take place in an efficient and orderly manner, it has become necessary to structure or organise all activities systematically. In this way, the organisation structure of education, the education system, comes into being (Van Schalkwyk 1988:6).

By nature the education system operates as a unit with a variety of structures. These structures, with their various functions, have the same objectives and each of their activities must contribute to satisfy the community's educational objectives (Badenhorst, Calitz, Van Schalkwyk & Van Wyk, 1987:104).

Community oriented education implies dynamism and has to be supported, from outside the school. Any education system does need all the help it can get because the field of curriculum moves fast, and education is determined by value judgements (Holt 1980:180).

In schools which show a small staff turnover, there is a danger that stagnation sets in and schools become introverted and unaware of new approaches (Holt 1980:180). Subject advisers can prevent such stagnation by conveying all the innovations and new approaches in teaching to schools.

To cater for this need the Education Department in Qwaqwa, like those of other Independent National States and the Department of Education and Training (DET), has deemed it fit to appoint advisers who can provide advice on curriculum and other matters to the teachers of the schools in this region (Subject Advisers Service, Qwaqwa 1989:2).

The Advisory Section of the Qwaqwa Education Department is placed in a position of authority with leadership implications within a structure with a supportive function. "The Education Adviser is charged with the responsibility of helping, guiding, supervising and advising subject teachers to ensure that they can achieve optimum efficiency in their professional didactic function" (Qwaqwa Subject Advisory Section 1989:2). The supportive services performed by the subject advisers are interwoven with the interests of the community and the state, and as such require some form of management to ensure that educational objectives are achieved (Van der Westhuizen 1991:24).

1.2 STATEMENT AND SIGNIFICANCE OF THE PROBLEM

The Advisory Section of Qwaqwa renders advisory services to the teachers by providing:

- * assistance, guidance and advice on improving classroom teaching;
- * a subject advisory service to enrich, support, extend and develop subject teaching;
- * coordination of all teaching activities in Qwaqwa schools in order to ensure that all teachers are informed and acquainted with the latest teaching methods; and
- * advice and orientation of teachers with regard to new development in the educational field.

The advisers, in the endeavour to ensure that the aspects mentioned above, receive the attention they deserve, affect a work programme which constitutes managerial functions such as planning, organizing, leadership and control because teachers can only perform their educational task properly in a school which is managed properly at all levels. All the activities of advisers are clearly tabled in their work document which is drawn up by the Education Department in Qwaqwa.

Unfortunately the Advisory Section does not always succeed in achieving its goal of improving the quality of teaching in Qwaqwa (Qwaqwa Subject Advisory Service 1992:10). Symptoms of this problem are:

- * some teachers are apathetic towards working effectively;
- * there seem to be an extra-ordinary high failure rate in standard ten in certain subjects;
- * there seem to be lack of control of teachers' work, despite the fact that management courses were conducted for the principals in the past, and are once again being offered;
- * there apparently exist certain misconceptions about the function and aim of the Advisory Section. The Advisory Section is being held responsible for the improvement of quality of teaching in Qwaqwa, the onus is not on the teachers and the principals;
- * pupils are not fully committed to their task of learning. Some are roaming the streets during school hours;
- * disciplinary measures are not always taken against teachers whose work is unsatisfactory (Mpeko 1991:6). The problem that needs investigation thus is:

Most of the teachers in Qwaqwa, more especially the less senior staff, resent the idea of being guided and told of their inefficiencies. The heads of departments, on the other hand, fail to exercise proper control over the work of teachers.

Commitment and concern of subject advisers will determine the long term success of the section. This necessitates that the supportive and management role of subject advisers be re-evaluated and clearly defined. Means of possible enhancement of the role of Subject advisers also need to be investigated.

1.3 OBJECTIVES OF THE STUDY

Subject Advisers become frustrated because their efforts seem fruitless. The main objective of the study is to review the role of subject advisers of the Department of Education in Qwaqwa and to determine ways in which the advisory services could be made more effective.

The research also implies the following objectives:

- * to explain the role and functions of present supportive sections in the Education Department of Qwaqwa;
- * to establish what relationship presently exists between the Advisory Section and the schools;
- * to investigate the ways in which the advisory sections could improve the quality of their tasks;
- * to evaluate management skills and suggest ways in which management skills of the subject advisers could be upgraded.
- * to propose an in-service staff development programme for staff members in the advisory section.

Some of the problems presently experienced by the Advisory Section in Qwaqwa could be diminished, if the section could receive the necessary support and cooperation from the department, principals, teachers and pupils in its endeavour to improve the standard of teaching.

Figure 1.1 illustrates objectives of the study diagrammatically.

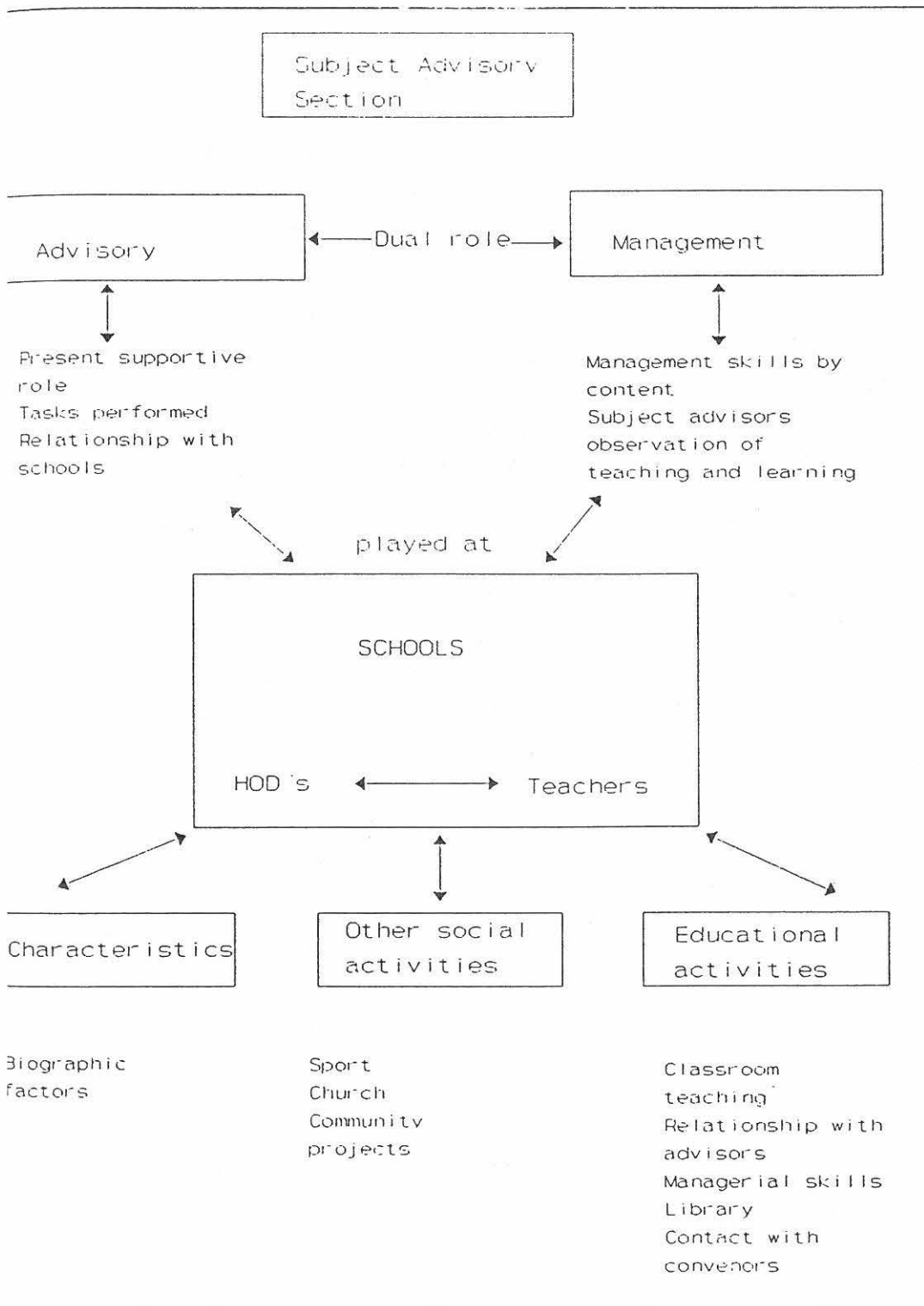
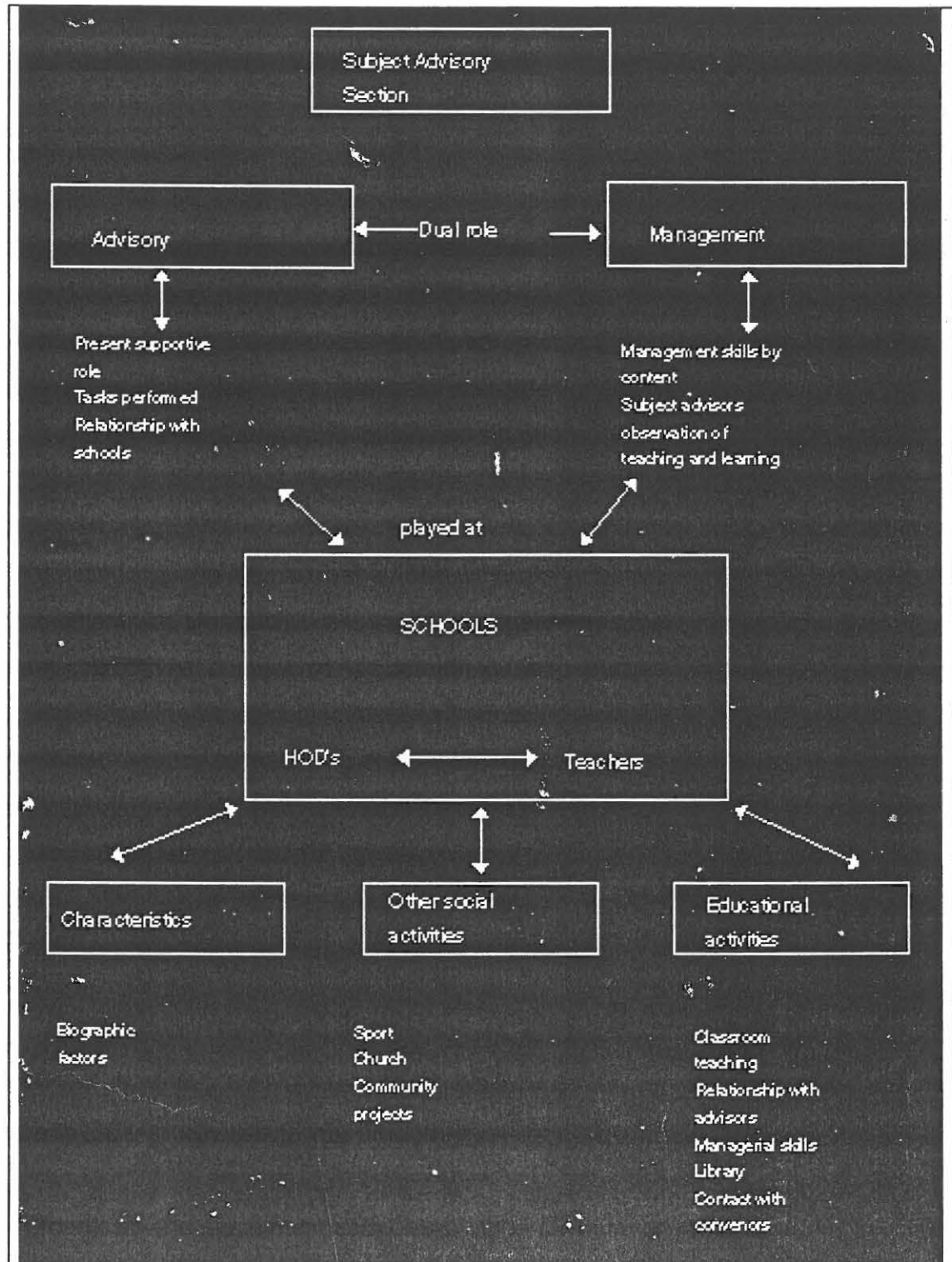


Figure 1.1 DIAGRAMMATICAL PRESENTATION OF OBJECTIVES OF THE STUDY



1.4 DEFINITION OF CONCEPTS

The following concepts need to be clarified to explain the context in which it will be used in the course of the present study.

1.4.1 The concept "management"

Management is a relatively new concept which has invariably been associated with commercial necessity and financial investment. Since the second world war the idea of management has also been extended to other areas of human activity and organisation (Gray 1988:9). The major principles of management were designed by industrial and business majors to apply to industrial and business situations (Rust 1985:2).

Paisey (1981:92) defines management as the human behaviour which is effective when human needs embodied in objectives are met. In essence, management is the organization process of formulating objectives, acquiring and committing the resources required to reach them and ensuring that the objectives are actually realised. Management is also seen as a social process of matching objectives and resources. It refers to the more doing, quantitative material and tutorial aspects as defined by Hodgkinson (In: Glatter and Preedy 1988:36).

Management therefore can be said to be:

- * a human activity;
- * a process which directs one's daily activities to run smoothly;
- * a process of purposive, organised and systematic activities by the individual or an organisation; and
- * a pivotal concern of virtually all supervisors, administrators and managers.

1.4.2 Educational Management

Educational management is concerned with the educational phenomenon. According to Van Schalkwyk et al (1986:47). Educational Management essentially helps educative teaching to achieve its goal.

Educational management investigates the way in which management actions in the school situation should be efficiently carried out, in other words, what techniques, principles or premises should be used. It also studies the place, function, aim and operation of management in the education system. Educational management is also the study of the functioning of all organisational structures which comprise the education systems at its various levels (Van Schalkwyk et al 1986:47).

Van der Westhuizen (1991:55) defines educational management as a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place.

Educational management determines the effectiveness of the entire education system. Management is a prerequisite for all those involved in education as managers by virtue of their positions and for those who seek to accomplish their educational objectives - these include subject advisers.

1.4.3 Subject Advisory Section

It is one of the many branches which render supporting services to teachers by way of advising and guiding teachers so that they can present their subjects effectively (Van Schalkwyk 1988:140).

1.4.4 Supporting Services

Can be defined as all those services that are employed for education to function effectively (Van Schalkwyk 1988:140).

principal
-7- educators
HOD } Supporting
System

1.5 RESEARCH METHODOLOGY

The researcher applies different research methods which include a literature study and qualitative/idiographic research.

1.5.1 Literature study

Literature study was undertaken in order to keep abreast of the latest educational developments in the fields of education management and advisory services.

1.5.2 Qualitative Research

Instruments of qualitative research used are interviews and meetings conducted with Subject Advisers. These are undertaken in order to obtain information regarding the problems experienced. The qualitative research approach is discussed in detail in chapter 3.

Questionnaires were distributed in four senior secondary schools which were randomly selected from each of the four circuits in Qwaqwa, it included:

Questionnaires to heads of department to:

- * analyze their managerial activities and skills;
- * ascertain whether they are motivated to perform their duties effectively;
- * identify possible causes for lack of cooperation with the Subject Advisers and whether they manage their work and classes effectively;
- * determine and verify whether reports are done truthfully and in a reliable fashion.

Analysis of findings is done. Ways of rectifying the problems are investigated and possible solutions proposed.

1.6 DIVISION OF CHAPTERS

Chapter 1

Orientation and statement of problem.

The extent and significance of the problem is stated in chapter 1. The concepts "management, educational management", "Subject Advisory Section" and "supporting service" are defined and explained. Reference is made concerning chapters to follow.

Chapter 2

An outline of the managerial and supportive function of the Subject Advisory Section in Qwaqwa is described and evaluated. Line of authority and communication channels that apply are discussed.

Chapter 3

A qualitative study involving questionnaires and interviews which are conducted in randomly selected schools from each of the four circuits in Qwaqwa is reported.

Chapter 4

Analysis of findings.

Chapter 5

The possibility of establishing other criteria for the evaluation of the section is formulated.

Chapter 6

Ways of improving the supportive role of the Subject Advisory section is looked into. A management training programme for staff members within the section is investigated and proposed.

Chapter 7

The investigator gives the conception of the anticipated future role of the Subject Advisory section. Emphasis will be on the conclusions and recommendations with regard to the findings.

CHAPTER 2

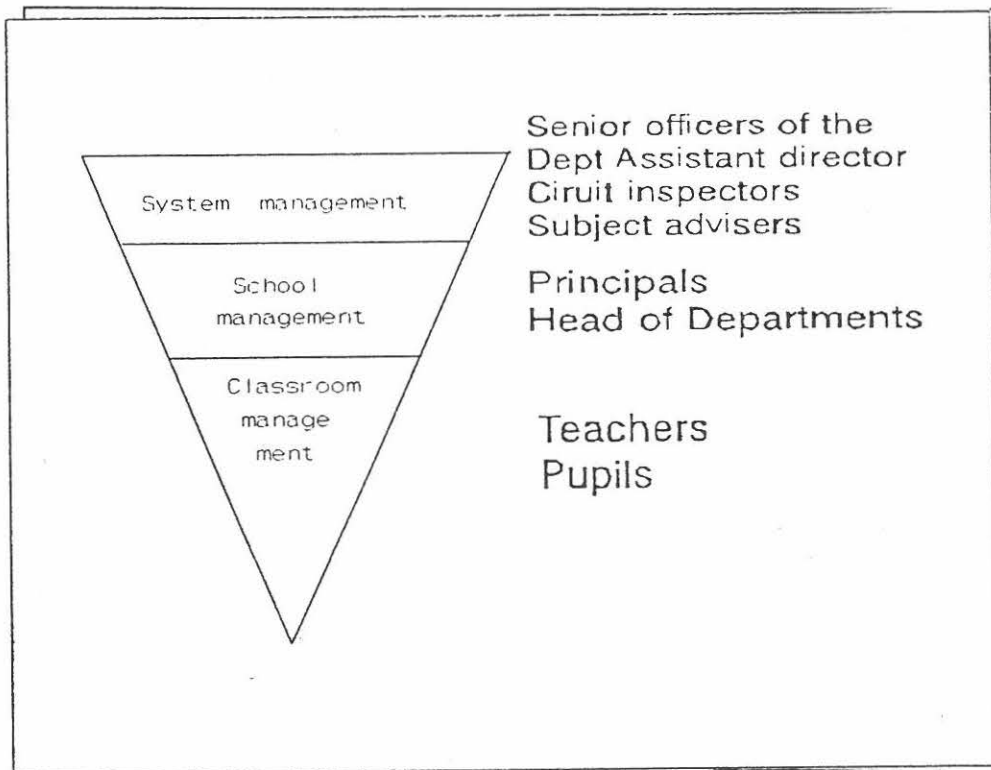
THE SUPPORTIVE ROLE AND MANAGERIAL ACTIVITIES OF THE SUBJECT ADVISORY SECTION OF THE QWAQWA DEPARTMENT OF EDUCATION

2.1 INTRODUCTION

The standard of teaching is to a large extent determined by the quality of teaching and the efforts that are generated by the subject adviser as the person who has to offer guidance and assistance to teachers in school subjects. In order to achieve success the subject adviser is required to operate on various levels and to fulfil different roles (Smuts 1989:139). It is therefore imperative to investigate the involvement of the subject adviser in the Education Department of Qwaqwa, within the schools in an endeavour to suggest possible strategies to improve efficiency.

Management in any education situation comprises three levels which are associated with typical functions and tasks performed by individual managers (Calitz *et al* 1986:2). These three levels of management are interwoven and interdependent and can be schematically portrayed as illustrated in Fig 2.1

Figure 2.1 THREE LEVELS OF MANAGEMENT IN EDUCATION



Source: Van der Westhuizen 1991:58 as adapted.

According to Fig 2.1 subject advisers form part of the management structure and as such function on behalf of the system. They serve as link between the school and the system. Subject advisers essentially function in close contact with the management of the school and the teachers. Subject advisers also form part of the leadership emanating from system management from outside the school.

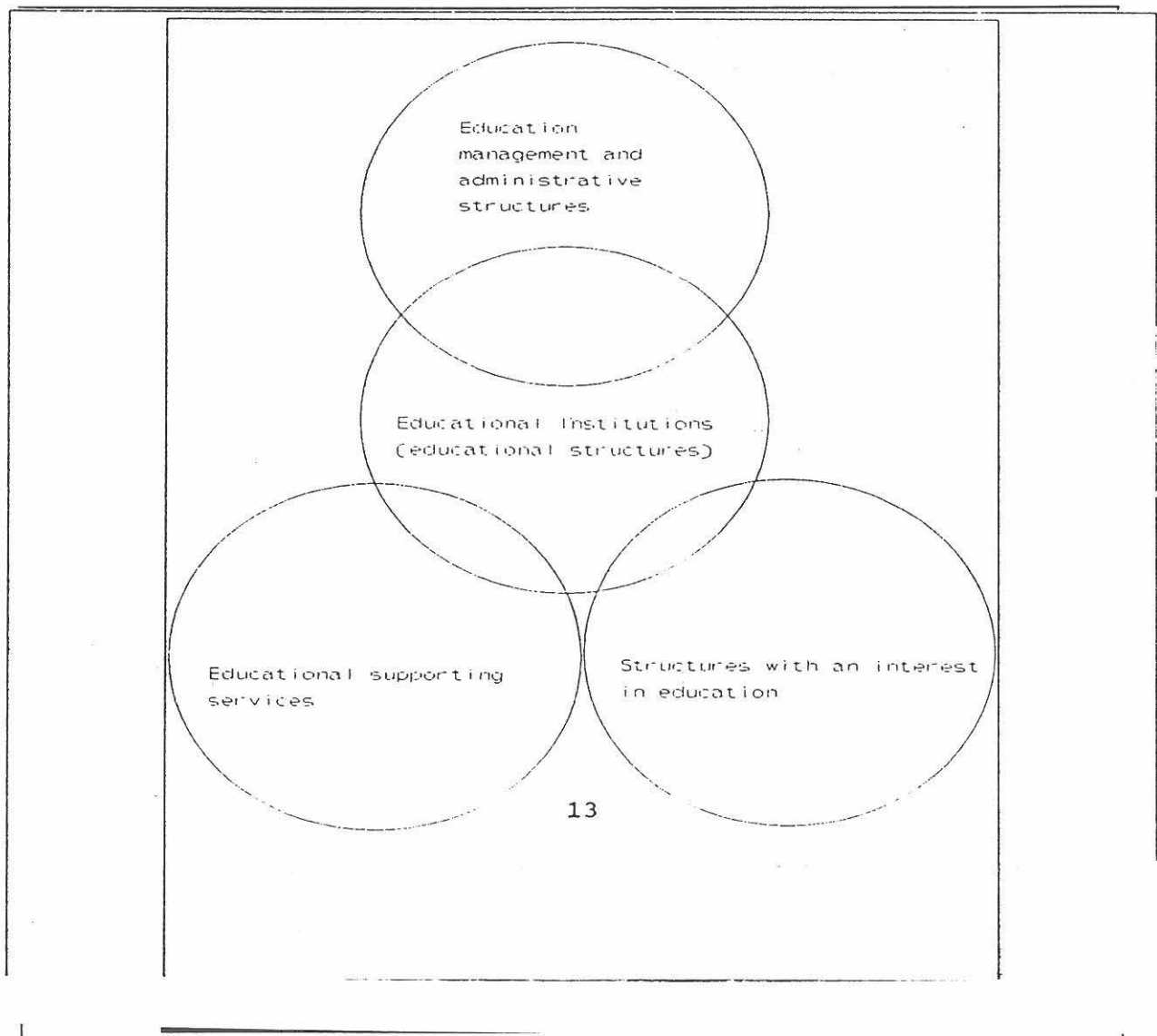
The subject advisers of the Department of Education in Qwaqwa have a dual role to play. They discharge the tasks of exercising control, by monitoring the work of teachers and school, and provide assistance by offering advice, as means of support.

2.2 THE SUPPORTIVE ROLE OF SUBJECT ADVISERS

The main aim of an education system is to promote educative teaching. Educative teaching which implies three broad categories of tasks namely.

- * instruction education and learning
- * education management and administration
- * educational support or aid to the above mentioned tasks as illustrated in Figure 2.2

Figure 2.2 CATEGORIES OF SOCIAL STRUCTURE OF AN EDUCATION SYSTEM



Source: Van Schalkwyk 1986:59.

Fig 2.2 illustrates that the activities of the advisory section as that of support must be coordinated and organised with those of other structures to form a unit which implies that the main task of the subject advisory section is to render support with the aim of facilitating the activity of teaching. The specific aim of this support is discussed in the next section.

2.2.1 Aim of support by subject advisers

As social beings everybody needs support and assistance in order to truly achieve personal success. This is equally true about the teacher who must be supported and advised in his daily endeavours (Kehoe 1992:7) and about subject advisers themselves.

The need for support and innovation in education is emphasised by Molnar (1970:13 in: Smith 1990:65) when he claims that correct support can remedy basic ills in education the most prominent of which is teachers ending up in a rut (also see De Witt 1986:62).

Subject advisers are a group of people who provide professional support on subject teaching within the educational setting.

Education managers who assume that teachers after having acquired a professional qualification, need not be advised or supported seem to forget that it is not only novices who need guidance and counselling. Not only do experienced teachers who join new schools need orientation, but members of staff also require periodic advice, encouragement, and support to fulfil their tasks effectively (de Witt 1986:70).

Some teachers offer subjects in which they have not specialised. It is the responsibility of the subject adviser to support such teachers in respect of the problems they experience, and also to serve as a source of information.

Some of the reports that are submitted to the Advisory Section by the subject advisers, clearly reflect that there exists a shortcoming in this respect (Hlabahlala 1993).

The above implies that the adviser must be equipped to identify existing problems, to advise and counsel teachers and to liaise on behalf of the department he is serving (Waters 1984:219). A lack of necessary support has weakened high schools and caused confusion over goals of education (Weis in: Smit 1990:64-67).

The main aim of supporting services can be defined as to enrich extend and support effective teaching and to co-ordinate educative teaching in all schools to ensure that teachers will be acquainted with and utilise the latest methods of teaching and learning. Supporting services exist for the sake of and in aid of educative teaching (Van Schalkwyk 1988:132).

The onus rests on the subject adviser to keep abreast of the latest developments in the fields of subject didactics in order to ensure that teachers can be informed.

Advisory services were established especially to promote high standards of attainment in education in its widest sense (Gray 1988:119). The first aim of advisers would be to look into what is happening ... with the further aim of helping the teachers in any way in which they need help and satisfying themselves that the children are receiving as good education as possible (Stevens 1990:129).

In order to evaluate the teaching, advisers during their visits to schools examine various aspects of management and teaching at these schools. They visit classes, talk to teachers and to pupils, examine teachers' work, workbooks and pupils' exercise books. They diagnose and discuss the problems with heads of department in charge, find solutions and suggest future action. In order for support to be acceptable the misconception that advisers are remote from the classroom and do not have as much experience of recent changes as the teachers themselves have, had to be repudiated.

Subject advisers must therefore have a clear line of direction and accountability and should also be careful enough not to become the authority's hit man. The demands made on subject advisers in realising these aims are many and diverse.

2.2.2 Demands made on subject advisers

Advisers as supervisors of their specialisation subjects have to assume a number of different roles when working with teachers in order to improve teaching.

2.2.2.1 Role of teacher

Advisers must plan programmes and activities that are designed to help teachers to learn about new ideas and recent practices (Sergiovanni and Starratt 1983:337). The subject adviser should share the teaching of this knowledge as one colleague towards another.

2.2.2.2 Role of colleague

Subject advisers should co-work with teachers on problem solving, and the style collaborative with teachers assuring fairly equal responsibility for what is happening. Subject advisers in this role should be equipped for diagnostic supervisory problem solving (Forsyth 1986:59). A spirit of professionalism and loyalty should be developed when supplying advice and sharing knowledge. The subject adviser should be professionally committed to improve instruction and learning by direct and cooperative effort which should be developed and discussed with teachers (Sergiovanni and Starratt 1983:337). In this instance the teachers should not be convinced by words alone that the advisers are both colleagues and supervisors, but it should be the responsibility of the adviser to demonstrate through his behaviour that the first priority is that of helping teachers to improve teaching, and that they are not extensions of the hierarchy. The teacher in return should develop the professional orientation necessary to implement whatever framework is introduced by the advisers as facilitators between the Department and the schools (Forsyth 1986:60).

2.2.2.3 Role of facilitator between the department and schools

It is the responsibility of the teachers to arrange the professional development activities they desire (Sergiovanni and Starratt 1983:337). In this regard the advisers must then function as facilitators, who provide support, encouragement and to counsel when called upon to do so in other words, act as consultants.

2.2.2.4 Role of consultant

According to Holt (1980:188) there is a need in education for a consultancy service. Subject advisers can be the someone whose experience is wider, who can be seen as a peer to be talked with on level terms. One to whom both the teachers and principals can turn to with confidence and in confidence.

One development trend which may help to elucidate and redirect advisers to a position somewhat closer to consulting practice lies in the concept of "change agent" (Gray 1988:122). Gray goes further to mention that advisers are placed to spread innovation in a sympathetic and adaptive way, by reason of their access and links to schools and teachers.

It would be a wise move by the advisers to discard all those functions which militate against effective rapport with a school and to provide a simple framework which will allow them to reflect on their own interpersonal dealings with teachers in such a way as to enhance his helping skills.

The adviser should then serve as source of knowledge and seek to illuminate and redirect practice.

2.2.2.5 Adviser as source of knowledge

Gorton (1980:259) emphasizes that no administrator can afford to limit his communication behaviour to merely sending and receiving messages. The administration must also actively seek facts, perceptions and ideas from other people. An administrator who assumes that he will be supplied with all the information he needs in order to make a decision, on that all the communication transmitted to him will be accurate, valid and applicable, is not thinking realistically. It is therefore the responsibility of the administrator to be on the alert at all times, to make continuous and persistent efforts to learn what the attitudes and opinions of the groups with whom he is working are.

Because the adviser is a manager by virtue of the tasks he has to execute, he is required to communicate in all directions. He must firstly communicate downwards to the teachers, thus furnishing them with all the necessary information and to serve as the repository of all the information requested by the teachers (Rust 1985:46).

The adviser must also communicate upwards to senior management who rely upon information which could possibly affect the overall management of the department.

Communication sideways is also required with all managers of equal rank within the department. It can for example be damaging to all members of the advisory section if one adviser has a completely different approach as others. Communication sideways is essential to avoid different conditions of service arising within the section.

The adviser is actually expected to serve as a bank of information, an intelligence centre, from which advice needs to be communicated in every appropriate direction. The adviser must also use all the information he has acquired to coordinate the activities of teachers in various schools in order to support the short and long term objectives identified by the department through coordination of the activities of the support section (Rust 1985:45).

2.2.2.6 A teacher support service

Most teaching strategies depend on a range of support services. These support services may require managerial organisation from the supervisor in order to ensure that the service is available at the right time and the right place. The important feature of most support services is that they involve the sharing of resources and this leads to a group or team approach. No one other person can coordinate the activities of such services better than the subject adviser (Rust 1985:168).

Advisers must willingly offer support especially when new approaches to teaching are introduced. Teachers should not feel detached from the Advisory Section, but should rather regard it as an important source of growth and support. Harmonious relationships between teachers and advisers are vital for both parties to act successfully. The relationships are not automatically generated but usually is the result of proper management of work by the subject adviser.

2.3 MANAGEMENT AS ESSENTIAL COMPONENT OF ADVISORY SERVICES.

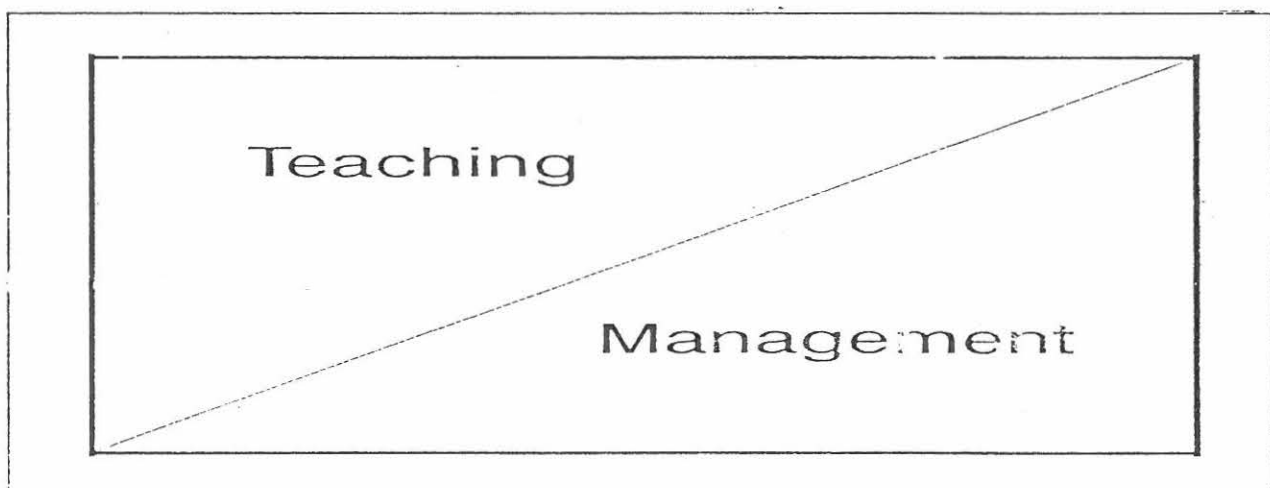
Supervising posts and management is synonymous. Every person who has to formulate and strive towards the realisation of objectives in education, who has to organise and make decisions, who is involved with the provision of service either to teachers or pupils, is occupied with managing work (Marx in: Calitz et al 1986:3).

In education there are two groups of employees, the professionals whose main task is teaching and ancillary workers who are employed to enable the service to be provided in an acceptable environment or to enhance the efficiency of the teaching service. The subject advisers fall in this last category.

All senior professionals together with the subject advisers perform a management function in relation to how the service is provided to the organisation and the welfare of the consumers who in this case are the pupils. In education, the teaching functions and the managerial functions overlap almost totally, so that every teacher has some involvement in management and the adviser has some involvement in teaching (Frith 1988:52).

All those involved in management should have the understanding of the pupils and rapport with fellow professionals in order to function properly in their management role. The relation between teaching and management functions are represented in fig 2.3.

Figure 2.3 RELATION OF TEACHING AND MANAGEMENT FUNCTIONS



Source: Frith 1988:52.

The diagram shows that teachers do take part in the management of the school. The supporting and ancillary staff like the advisers, also perform a crucial role in the running of the school which implies that they also deserve the same consideration and involvement in all matters which concern them as do the teachers.

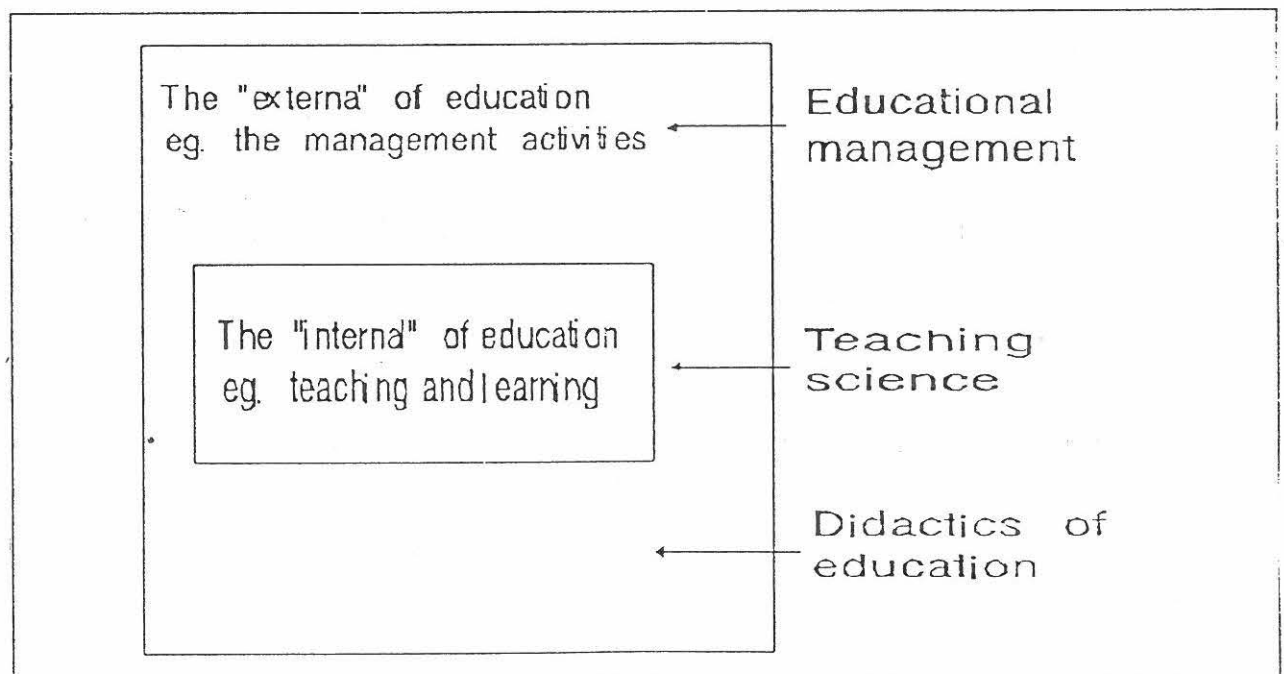
The functional organisational structure of the Education Department of Qwaqwa grants the advisers authority to dictate action and to enforce certain decisions in the subjects they are managing, but the focus of education management has to be realistic.

2.3.1 The focus of educational management

Teaching in an educational reality includes a teaching learning component - the "interna". For the "interna" to be effective, a number of activities must be carried out in teaching (schools).

Some activities lie outside the field of the teaching and learning situation and are known as the "externa". One of the activities of the "externa" is the management procedure which refers to management actions and management areas (Van der Westhuizen 1991:54). The focus of educational management has to include both the interna and the externa. The focus of educational management is illustrated in fig. 2.4.

Figure 2.4 THE FOCUS OF EDUCATIONAL MANAGEMENT



Source: Van der Westhuizen 1991:55.

The given diagram indicates that some management activities lie outside the classroom and in some cases outside the school, and can even be performed by people outside the school who may have interest in education like the state, parents and private organisations. It is also clear that the managerial activities of the advisers like those of other structures revolve around the external of education but is completely interwoven with the internal.

Advisers as officers from the Department of Education thus serve as link between the schools and these other structures, and as such cannot isolate themselves from what is happening in other structures, but should instead try and maintain a balanced equilibrium by good management and applying suitable leadership. The subject adviser is regarded as a leader in education therefore leadership, leadership styles and the implications it has for the subject adviser is scrutinized in the next section.

2.3.2 Leadership

Stevens (1991:157) defines leadership as the ability to get others involved in solving problems, the ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.

Leadership includes those activities engaged in by an individual or members of a group which contribute significantly to the development and maintenance of the role structure and goal direction necessary for effective group performance (Gorton 1980:263).

Professional leadership is concerned with task achievement, with group maintenance and development, and with the external representation aspects of the role (Stevens 1991:158). According to the definitions above, it is essential that all those who are leaders - subject advisers included - should have the skills to empower and guide others in the accomplishment of tasks. This can be done according to different leadership styles (Gorton 1980:263).

2.3.2.1 Democratic leadership style

The style is represented by a leader whose primary role is that of assisting a group to reach its goals. The democratic leader helps the group to achieve its objectives by giving information, suggesting alternative courses of action, and trying to stimulate self direction on the part of all its members. In his relationship with the group the democratic leader offers both praise and criticism. The leader tries to influence the group but does not attempt to dominate its thinking or behaviour.

2.3.2.2 Autocratic leadership style

According to this leadership style the behaviour and thinking of the groups are dominated by the leader. The leader does this by determining the roles of its members and setting the goals toward which the entire group will work. Group involvement and influence on decision making are minimized or severely restricted (Gorton 1980:263).

2.3.2.3 Laissez - faire leadership style

In this regard the leader's role is very limited. The leader does not participate in group activities and does also not offer any assistance to the group as a way to achieve its goals unless requested to do so. He does not make any attempt to evaluate or regulate the members of the group or their progress towards achieving their objectives (Gorton 1980:163).

The subject adviser acting in the capacity of an educational manager, is the hub around which school administration and organization revolve (de Witt 1986:139). He should make sure that his leadership does not sabotage the educational potential, the aim should instead be to contribute to effective teaching and learning. To illustrate the influence that leadership styles assert on management a close look at the different schools of thought on leadership is appropriate.

2.3.3 Schools of thought on leadership

The subject adviser works with pupils, teachers, colleagues and supervisors. Each of these groups may require a different approach of leadership. Circumstances also influence the approach of the leader. The situational school of thought caters for these variables in management.

2.3.3.1 Situational school of thought

According to this school of thought no one style of leadership is preferable to another. What is important is that the style of leadership employed by an individual should be relative to the situation.

Different situations call for different kinds of personal qualities and behaviour on the part of the leader (Gorton 1980:266).

2.3.3.2 Contingency model

The contingency model suggests that an attempt be made to incorporate the factors of personality, leadership style and the nature of the situation, and to focus on all these. The contingency model is based on the assumption that effective leadership is contingent on a compatible relationship between the administrator's personal qualities and styles and the demands of the situation (Gorton 1980:267). The primary task of the subject adviser should not only be the improvement of instruction, but also improvement of human relations and personal growth of everyone in the teaching-learning situation.

2.3.3.3 Group dynamics approach

The group dynamics approach advocates that leadership should vary according to the needs of the group with which the administrator is associated. This school of thought stresses that the needs of the group should define the nature of the situation to which the leader should respond and will constitute the expectations against which the leaders' behaviour will be evaluated (Gorton 1980:267). The subject adviser interacts with people and as such can either be rejected or accepted.

The adviser must ensure that managerial skills such as human relations, management and communication form part of the leadership. Working harmoniously with colleagues is essential, and as a leader, the adviser must realise that all people have weaknesses.

2.3.3.4 Human relations approach to leadership

Rust (1985:30) alleges that the most suitable leadership style for the manager in education is the human relations approach. This approach implies working together with groups of people, understanding their motives, aiming at group goals, operating through consultation and consensus using participation whenever possible and maximizing the individual's responsibility for the attainment of the group's goals.

The human relations approach to leadership also implies motivating colleagues (Rust 1985:30). Motivation is defined by Everard (1988:25) as "getting results through people" or "getting the best out of people" that is the best which people can offer. The adviser in this instance must strive for positive intent to build and maintain a team spirit. He must also have a clear understanding of the goals of the group within the overall objectives of the institution.

In intimating people, advisers as leaders should be concerned with the needs and potential of three parties which are involved in education:

- * the group which is managed;
- * the individuals who make up that group; and
- * the "clients" (pupils and parents of the school or other organisations in which managers operate).

Everard (1986:26) therefore emphasizes that managers have to modify their own perceptions of what is required. He further warns that it should be kept in mind that some people have a strong internal motivation and others not, which implies that advisers should play the selling role by motivating colleagues in various ways.

The quality of leadership for the adviser is crucial for success. It is the subject adviser's choice of leadership style which in the long run will influence the general performance of his work. What is important is choosing the leadership style compatible with his own personal needs, the needs of teachers, and adjust it to the situation because situations change quickly and people are not predictable.

Apart from leadership style, different approaches to leadership and schools of thought need to be considered, the essential ingredients of leadership also have to be considered by the subject adviser to enhance the quality of his leadership.

2.3.4 Ingredients of leadership

According to Mbiti (1974:25) any form of leadership must possess the ingredients, authority, power and responsibility.

2.3.4.1 Authority

Mbiti (1974:25) defines authority as the right conferred on an administrator in an organisation to make decisions in the course of discharging his responsibility to require subordinates to accept the decisions and the necessity to enforce them.

Authority implies the leader's ability to induce his associates and subordinates to carry out decisions conscientiously. In other words the authority that the subject advisers have, does not mean that they must always dictate decisions but they should instead incorporate the need for discussions and consultations as a way of sounding out the opinion of various people in the particular organisation before decisions are made. Authority most obviously rests on a basis of power.

2.3.4.2 Power

Power means the capacity to use force. Power is the force behind authority. Where there is no power there is very little authority and a possibility of things failing to be done (Mbiti 1974:26). This implies that the subject adviser should realise that power is applied only in cases when his authority has been challenged or ignored. The subject adviser must therefore be careful not to misuse nor abuse the power bestowed on him by the Department of Education, this in turn implies responsibility.

2.3.4.3 Responsibility

Responsibility is defined as a display of moral integrity, loyalty to one's employ and a sense of professional maturity in carrying out one's duties. In other words responsibility is the ability to execute one's duties in accordance with the official procedure (Mbiti 1974:27). In order for the adviser to be a good leader, he must clearly understand that there are certain expectations the teachers have with regard to administrative procedures and these lead to different demands being made on him.

2.4 DEMANDS MADE ON THE LEADERSHIP OF THE SUBJECT ADVISER

In the capacity of leader and manager the subject adviser has to perform certain functions dictated by the expectations of his supervisors, teachers and pupils. The first function is that of representation.

2.4.1 Representational function

It is the responsibility of the leader to represent the group to more senior management or to external agencies such as employers or to parents. Representation to senior management can be undertaken seriously only if it is based on consultation with the staff being represented. Representation must also be based on carefully considered and soundly based cases. The mere passing upwards of individual's complaints or ill-judged suggestions, will weaken credibility of the subject advisers as leaders in the eyes of senior management (Rust 1985:34).

The subject adviser should take the responsibility of advising senior members of the Advisory Section on the way the schools are organised after analysing the situation carefully. Reports that the adviser submits to seniors should not in any way pose a threat to teachers, instead it should encourage teachers to adapt if necessary. If so required this might need training of teachers by the subject adviser.

2.4.2 Training function

The training function in this regard refers to control and supervision. According to Rust (1985:34) every leader has a duty to train potential successors and to get the best out of that group of staff for which responsibility is held.

The adviser should therefore be the organiser of in-service courses and not a contributor to them. The adviser must also provide schools with ideas about the way in which training at school level could be effected, he should therefore also act as facilitator of the correct management climate.

2.4.3 Function of facilitator

Forsyth (1986:54) stresses that although supervision of instruction is centred on classroom activities, the success of the process is linked to the school environment. The active involvement of both the subject adviser and the principal is essential for developing a healthy climate which is conducive to inquiry, analysis, critical examination and improvement. The adviser should also strive to establish an open teacher-adviser-colleague relationship. Supervision is most likely to succeed in a non threatening atmosphere. An open, professional atmosphere is conducive to team spirit and will enhance the teaching learning process, where satisfaction arises from both task accomplishment and social need fulfilment. Advisers will not be able to accomplish goals if such an atmosphere does not exist. A favourable climate or atmosphere for management cannot be accomplished if there is a lack of mutual trust.

2.4.4 Trust as foundation of successful management

Trust is one of the foundations of teaching and by implication of educational management.

Wallace (1989:167 and Fullen 1979:167, as quoted by Forsyth 1986:55) mention that a prerequisite for the improvement of teachers' work is that the level of trust between teachers and administrators has to be increased.

The level of trust can be strengthened only if administrators can cease formal appraisal practices which are top down (Fullan 1979:167 in forsyth 1986:55). It should be the teachers' prerogative to state what they need from the organisation, by so doing they will be allowed more or less free reign to develop according to their own individual needs and individual decisions in a democratic dispensation.

It will not always be possible for the adviser to satisfy all the demands made on him. In order to accommodate as many demands as possible, proper planning is essential.

2.5 PLANNING AS A MANAGEMENT TASK OF THE SUBJECT ADVISER

Van der Westhuizen (1991:255) describes planning as the starting point of all management tasks. Development in schools is impossible in the absence of planning. Existing norms and values dictate the particular situation and require specific planning.

Planning is seen by Jones (1980:20) as the basis function of management, the other functions being primarily the means through which the manager maximises his chances to succeed. Planning begins with setting objectives and specifying the steps needed to attain them.

Planning is an ancillary process used in all administrative processes (Cloete 1976:15, as quoted by Van Wyk 1986:52). It is a method by which definite goals or objectives may be achieved according to Van Wyk (1986:52) who refers to the following characteristics of planning:

- * planning links up with policy in the sense of statement of policy;
- * planning is never an end in itself but must always contribute towards the achievement of the goal;
- * the starting point of planning is to make a study of existing needs;
- * planning is concerned with proposals for the future;
- * planning must be flexible and adaptable;
- * planning may never be seen in isolation from the other management processes.

Van Wyk (1986:53) concludes that educational planning is the comprehensive approach to all action aimed at establishing a blue print model or plan for further activities and action.

According to Hersey and Blanchard (1982:266) in Van Wyk (1986:53) the issue for all managers and leaders is how to cope with the inevitable barrage of changes that confront them daily in attempting to keep their organization viable and current. Whatever changes come up in education must be taken account of and be planned for.

Once planning has been done, all the objectives for implementation that have been identified by the subject adviser are arranged for by organising the necessary material and human resources required. Organising as management task will be discussed in the next section.

2.6 ORGANISING AS A MANAGEMENT TASK OF THE SUBJECT ADVISER

Organising is a process which involves the bringing together of human, financial and physical resources in the most effective way to accomplish goals (Sergiovanni 1980:13).

Badenhorst, Calitz, Van Schalkwyk & Van Wyk 1987:17) mentions that organising becomes necessary when two or more people are involved in the performance of a task and it becomes necessary to subdivide the work that has to be done.

Van der Westhuizen (1991:227) views organising as the task of bringing about order and orderly structures. Organising also implies order and creating order which further leads to harmony and cooperation. It also implies subordinates to the law enacted for a specific task. Organising thus implies bringing together resources and the different people involved in the performance of the task. It also implies bringing about order to create harmony and cooperation within certain guidelines.

As an organiser and not a contributor to performing his tasks the subject adviser must organise his work in such a way that he operates within the guidelines that are set and the stipulations of his subject policy and in the stages through which organisation moves.

The various stages in the process of organisation as distinguished by Cloete (in: Van Wyk 1986:87) will now be discussed.

2.6.1 Determination of objectives

Objectives envisaged in organising any particular undertaking must be set in accordance with general policy. Organising may be connected with the implementation of a particular aspect of policy (Badenhorst, Calitz, Van Schalkwyk & Van Wyk 1987:18).

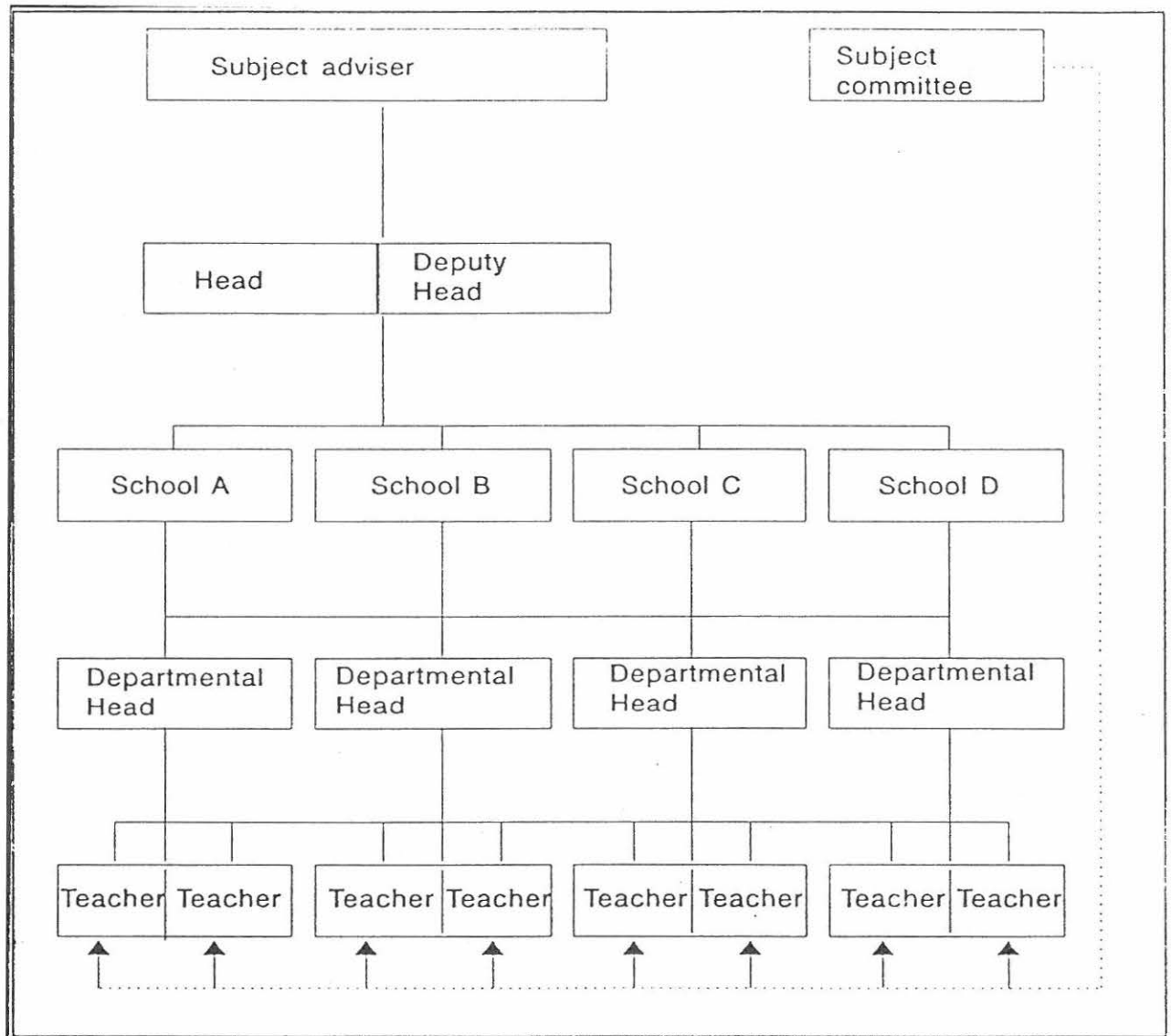
2.6.2 Division of tasks

Task division or division of work implies both vertical division of tasks and coordination. Vertical division entails delegation of authority. Departmental officers can only act to the extent to which they have been given authority. The education department grants certain authority to the subject advisers in order to achieve the objectives for which the school was established. This type of authority can be described as the right to give instruction to someone about what has to be done, and also about how, where and when the instruction has to be carried out (Badenhorst, Calitz, Van Schalkwyk & Van Wyk 1987:18).

Subject advisers, delegate certain tasks to heads of departments who must ensure that the tasks which they do not carry out themselves are carried out by the teachers under their authority. The whole question of delegation, authority or vertical division of work is therefore related mostly to control. According to the organisational structure of the Subject Advisory Section, the subject advisers are not only deployed in an advisory capacity but they also have the authority to enforce decisions in their own subjects. They are expected to organize and attend meetings, to initiate control measures and to arrange courses and consultation programmes. Heads of Department usually act as liaison between subject advisers and teachers and checking whether the adviser's recommendations are executed.

The organisational structure of the subject advisory section may be represented as follows:

Figure 2.5 LINE AND SUBJECT ADVISORY ORGANISATION



Source: De Witt 1986:7 as adapted.

The diagram of organizational structure indicates ways in which the subject adviser performs his group related tasks through principals and deputy principals who in turn delegate tasks to heads of department to the teachers who are represented in the subject committees.

Coordination of the horizontal and vertical division of work is essential in order to ensure that the organisation's various divisions do not drift completely apart and are no longer all directed at the same overall objective. It is therefore essential that balance be maintained between division and coordination.

According to Handy and Aitken (1986:99) coordinators if they are going to get the full cooperation of all concerned, need also to call on considerable interpersonal skills and control.

2.7 CONTROL AS MANAGEMENT TASK OF THE SUBJECT ADVISER

Control is an important component of management. Education serves the aims of the society. These aims become attainable only if the management is exercised effectively. The Subject Advisory Section is one of the structures which was created and assigned with controlling the activities of the teachers in order to ensure that the educational aim is actualized (Van Schalkwyk 1988:218).

Van der Westhuizen (1992:215) refers to a definition of control by Allen, Lyons & Reynolds, 1964:32, as the work a manager does to assess and regulate work in progress and completion. Control links the planning and the execution of the plan, but control is impossible if it is not based in authority (Badenhorst, Calitz, Van Schalkwyk & Van Wyk 1987:52). Subject advisers are granted this authority because control serves a definite purpose.

2.7.1 Purpose of control

Good planning, organising and guiding are necessary, but do not guarantee that they will become a reality (Van der Westhuizen 1992:216).

To ensure that these management tasks will be realised, the educational leader should exercise the necessary control because the subject adviser remains the one responsible for the use and execution of delegated authority.

The purpose of control is therefore to realise and to evaluate planning and if necessary, to make adjustments (Van der Westhuizen 1991:217).

Controlling also means the improvement of staff through adequate training much of which could be school-based for the following reasons (Jones 1980:23):

- * Provision of education - normally the responsibility of the Minister of Education;
- * evaluation of education - essential to control or to determine whether objectives have indeed been attained, whether provision and functioning are purposeful and whether everything favours the attainment of the aim;
- * supervision to ensure that the policy will be realised. It comprises supervision of the work of the managers of education at all levels of the organisation structure of the education system (Van Schalkwyk 1988:220).

It is in this regard that the relationship that exists between the subject adviser and the teaching profession by virtue of his professional status, demands that the subject adviser carries out his duties according to certain accepted principles (Van Schalkwyk 1987:64).

2.7.2 Principles of exercising control

The most effective way of exercising control is when things are happening or when work is being done or completed (Van der Westhuizen 1992:217). The best control measure is control which is carried out by a person himself - self control. People have to correct mistakes themselves and this leads to greater work satisfaction (Van der Westhuizen 1991:217).

Priority should be given to those critical aspects that influence the completion of the task. Reference in this regard is made to staff development programmes which should be implemented in order to arm the officers with the necessary skills to do the work.

Control forms a major part of the responsibilities of the subject adviser and although he should be equipped to exercise control effectively, there is no one method of control that is best. Leaders apply different methods of control.

2.7.3 Methods of educational control

Methods are both formal and informal.

2.7.3.1 Formal methods of control

Instruction of learning content proceeds properly if certain steps are taken. These steps are preparation of work, presentation of lessons and evaluation of work in keeping with subject policy. Records of presentations are to be kept in order to ensure purposeful control of work by subject advisers (Badenhorst, Calitz, Van Schalkwyk & Van Wyk 1987:3).

Pupils' work is also controlled by the teachers and advisers to establish whether the work is done according to plan (Badenhorst, Calitz, Van Schalkwyk & Van Wyk 1987:3).

2.7.3.2 Informal methods of control

Informal control includes personal interaction. This interaction is determined by factors such as accepted values, the inspiration engendered in the management team, and the feedback received from the staff. Feedback will help the management team to determine whether the objectives envisaged are in fact being achieved (Badenhorst 1987:55).

Feedback should not only concentrate on teacher shortcomings but should also have the purpose of allowing teachers to plan changes in their approach to the work.

Formal and informal methods of control imply that control can never be regarded as a single exercise, but that it is a process that consists of different stages.

2.7.4 Stages of exercising control

Van der Westhuizen 1991:218) mentions three stages of exercising control:

- * prior control which happens before starting to execute the work intended;
- * control while work is in progress; and
- * control after the work has been done.

The latter is the poorest form of control as adjustment at this stage is now no longer possible. On the other hand it can be valuable in providing information which may be used for further planning and organising the different ways of exercising control.

2.7.5 Ways of exercising control

There are two important ways of exercising control (Van der Westhuizen 1991:218) namely the direct and indirect ways.

Direct control is done through personal discussion and observation. The situation in this case is observed, evaluated and corrected at once.

Indirect control is done by oral and written reports. Those concerned may also try to correct their own mistakes instead of waiting to be told how to correct a mistake.

It will be advisable for every educational leader to exercise control according to his vocation and authority. The subject adviser specifically has to make sure that new policies are implemented and adhered to in the school, and that all directives are forwarded to the school via the principal and the circuits (Buchel 1992:98). If these and certain requirements are not met, control cannot be effective.

2.7.6 Requirements for exercising control

Effective control presupposes that control:

- * should be adaptable to the nature and needs of the activities to be controlled;
- * should indicate disparities to be reported on as soon as possible;
- * should be flexible, be able to adapt to changing circumstances;
- * should be clear and understandable for both the person carrying out the instruction and the person involved in it;
- * should lead to corrective behaviour; and
- * should be a continuous activity.

As was indicated in the introduction of this chapter, the researcher intends to establish to what extent the Subject Advisory Section of Qwaqwa presently conforms to the above criteria. Shortcomings are to be identified and alternatives have to be suggested. The next section therefore is devoted to the evaluation of the different activities of the Subject Advisory Section and to that of the subject advisers.

2.8 SUPPORTIVE AND MANAGEMENT ACTIVITIES OF THE SUBJECT ADVISORY SECTION OF THE QWAQWA EDUCATION DEPARTMENT

The policy of the Qwaqwa Education Department is to upgrade and improve productivity in specialised fields at school and college level, by appointing specialists who will ensure that the teaching of the subject matter is effective, hence the establishment of the Subject Advisory Section. By virtue of his appointment, the subject adviser is placed in a position of authority and leadership in his field of specialisation.

The subject adviser thus acts as a coordinator charged with the responsibilities of planning, organising leading and controlling educational activities in his particular field of specialisation as specified in the work sheet that is designed by the Education Department in Qwaqwa (see appendix I).

The advisers managerial function comprises:

- * planning;
- * organisation;
- * personnel management and development;
- * guidance;
- * control;
- * evaluation of teachers and examination achievements; and
- * communication.

2.8.1 Activities of the Advisory Section of the Education Department of Qwaqwa.

One of the aims of the Subject Advisory Section in Qwaqwa is to determine what assistance and advice to offer to teachers. The main focus is the on assisting the teachers to improve the quality of education through numerous activities that are performed:

- * At the beginning of the year, courses are conducted by the advisers for teachers where aspects like the subject content, subject policy, test and memoranda are elucidated. It is during these courses that external examiners are also invited to visit Qwaqwa and address teachers on the structure of the examination papers, aspects of the syllabus which need special attention and the general problems which candidates experience in the examination.

- * Various meetings are held. Subject meetings are conducted where teachers are advised and guided on several issues that affect their work. Teachers are afforded the opportunity to meet their colleagues from other schools, and then discuss and exchange views and ideas.
- * Meetings for Heads of Department are arranged where anomalies that go on in the schools - failure to control work of teachers - are discussed and strategies are formulated to remedy the situation.
- * Principals meet to discuss strategies. Teachers at times seem to be reluctant to accept advice that is offered by the subject advisers. The Advisory Section in such instances is prompted to hold meetings as a means of evoking the cooperation that should ideally exist between the Advisory Section and the schools.
- * Subject advisers attend meetings that are arranged outside Qwaqwa. This is necessary because networking with other relevant instances is enriching.
- * Subject advisers arrange seminars in their own subjects and also attend such gatherings whenever they are invited by other institutions.
- * Subject committees have been established by subject advisers in the different subjects. These committees serve as a basis to provide information on teaching principles.
- * The subject advisers in Qwaqwa are also involved in arranging and conducting winter and spring schools for pupils. The subject advisers also enlist the assistance of the lecturers from the University of the North, Qwaqwa branch for this purpose.
- * Motivation sessions for the standard ten pupils are conducted. Pupils are then advised on issues such as how to prepare for examinations and the answering of questions in the examination.

- * The Subject Advisory Section of Qwaqwa has embarked on the action school programme. Four schools were identified as model schools. The schools were visited on a monthly basis and the Subject Advisory Section made sure that these schools were supplied with most of the necessary requirements. This programme has since been abandoned because of lack of cooperation. The teachers would for example absent themselves from schools when they would be visited. Workbooks and other records would also not be readily available when asked for.
- * Guidance and follow up visits to individual schools are undertaken. The visits serve to compose a complete and reliable profile of each teacher. It is during these visits that the subject advisers control the teaching methods, correct implementation of the work programme, pace at which the teacher is working and identify the problems that the teacher is experiencing.

Specific needs of a school are looked into, pupils are also advised on the choice of subjects and examination grades. Subject advisers are requested to make sure that the visits to schools produce satisfying results. They also check whether all the directives that have previously been given to the teacher are implemented.

During school visits the concern of advisers is not only the teachers' work. They also identify the problems relating to the administration of schools, and then advise the circuits accordingly.

Issues addressed are the following:

- insufficient numbers of teachers for specific subjects;
- qualifications and specialisation areas ;
- quality of teachers that are educated by the colleges;

- under stocked libraries;
 - the advisers serve as link between the school and the Department;
 - some of the subject advisers are so committed that they will willingly sacrifice themselves to accomplish the task (Kibe T.M. September 1993). There are those who will conduct demonstration lessons in schools, and also teach aspects that are problematic for pupils. In other instances subject advisers assist pupils during Saturday classes that are arranged. Because of prevailing conditions, Saturday classes have been abandoned;
- * Pupils in science subjects are also encouraged to enter for competitions such as the National Science Olympiad, and the National Expo;
 - * Publishers like Heinemann, Maskew Muller and Shuter and Shooter are also invited to hold seminars on how teachers should use their books;
 - * The Subject Advisory Section in Qwaqwa has also acquired a video machine and cassettes for use in the schools by the advisers. Use of the machine is usually alternated within the circuits. It has been emphasized that use of the cassettes should not in any way replace actual teaching;
 - * Subject advisers in Qwaqwa analyze the standard 10 examination results, and the statistics are expected to reflect the following:
 - totals per symbol for the whole region;
 - names, qualifications and experience of teachers;
 - names of schools according to the order of merit;

- identification of problem areas, diagnosis of high failure rate; and
- strategies to remedy the defects identified;
- * Control of work is exercised with the Subject Advisory Section of Qwaqwa. Each subject adviser is responsible for drawing up his annual programme, and to indicate clearly the activities that will be performed;
- * The subject advisers in Qwaqwa are also expected to submit a monthly itinerary which should be based on the activities that are reflected in the annual programme. They are free to deviate from the programme if there be a need to do so; and
- * Daily reports should also be submitted. In completing daily reports, all important issues should be highlighted to ensure that the Department is well informed. At the end of the year the subject advisers in Qwaqwa must also draw up and submit the annual report, and indicate clearly their envisaged plan for the new year.

2.8.2 Role of the school in supportive services

The importance of giving support to teachers whenever newly acquired skills and ideas are to be implemented, is one aspect which should never be overlooked. It is the responsibility of the school to supervise and support teachers throughout the teaching effort. The activities of the adviser in a school must also be supported and appreciated.

The principal is expected to demonstrate through his behaviour that he respects the adviser in his teacher-colleague role. It should be his duty to protect the integrity of the advisory role. He must also make sure and insist upon the appropriate atmosphere being created. He must also encourage his teachers and not restrict them to exercise their initiative.

The teachers on the other hand must show their willingness to be advised by the advisory section. The adviser should be doing his job in such a way that the above mentioned objectives are realised.

2.8.3 Role of the Department in supportive services

Viljoen (1987, 1988:10) emphasizes that for education to succeed, it is necessary for all people, whether directly involved in the educational process or not, to be committed to the growth and development of teachers and pupils. He further warns that people should believe in what they are doing and also that people must accept increased responsibility towards one's pupils and their parents, responsibility towards the structure in which one works and responsibility to society as a whole as quoted by Viljoen in Indumiso College of Education (1987, 1988:10).

For education to survive, educational guidance, encouragement and support should be forthcoming from the Department, school and home. Responsibility for education does not rest with the teacher alone. It is therefore important that support be given by all officers in the department. Commitment on the part of the Department should be exercised and initiated down through the various levels of administration. If teachers realise that everyone in the department is committed to his tasks then will they also become committed to their task. A positive climate should be created, and all the necessary requirements for use in schools, should be made available.

All senior managers in the department must show their willingness to share power and they should also show commitment to reform in their own roles as well as in the work of other areas of the school. As senior managers they must be exemplary and must always make the first move. Eventually the teachers will feel confident enough to shoulder responsibility and accountability.

2.9 Conclusion and summary

The support and managerial activities of the Subject Advisory Section in Qwaqwa have been investigated. Managerial activities such as planning, leadership, organisation and control have also been discussed.

In support to what has been indicated by Smuts (1989:139) it has been established that subject advisers operate on various levels such as individual, school, regional, departmental and also on national level. The adviser is therefore a person of multidimensional nature and as such must strive to be active on all levels at all times.

It has further been established that the activities of the Subject Advisory Section seem to be in accordance with the stipulations that are discussed in this chapter.

Because teachers today are perceptive and also have a keen sense of judgement, it would be advisable to improve the image of the Subject Advisory Section by looking at the relationships that exist between the Subject Advisory Section and the schools and to establish ways in which the section could be more effective.

CHAPTER 3

DATA COLLECTION

3.1 INTRODUCTION

The present research project is descriptive and sets out to describe the conditions as they prevail within the Subject Advisory section of the Education Department of Qwaqwa.

The project regards teachers as individuals and evaluates the type of assistance that is offered by the Subject Advisory Section. This is done in order to describe, compare and interpret the prevailing events that constitute the various fields of enquiry (Cohen and Manion 1987:68).

The type of research undertaken in this study is qualitative and concentrates on the conditions that are unique or distinctive to the education situation in Qwaqwa (Mouton and Marais 1990:49).

The objectives of study are realised through a literature study which includes primary as well as secondary sources published locally and overseas. Qualitative research instruments interviews, meetings and questionnaires were employed in order to obtain more information concerning teacher attitudes towards the latest educational developments and trends.

The main objective envisaged for chapter two was to explain and describe the role of present supportive sections in Education Departments, and in particular the Subject Advisory Section of the Qwaqwa Department of Education.

Objective two is to establish the relationship that exists between the Subject Advisory Section and the schools, this is realised in Chapter Three.

Objective three is to investigate the ways in which the Subject Advisory Section could improve the quality of their tasks, this was also realised in Chapter Three.

Objective four, to evaluative management skills and suggest ways in which management skills of the subject advisers could be upgraded, is dealt with in Chapter Four.

Objective five, to propose an in-service upgrading programme for staff members in the advisory section is addressed in Chapter Five.

Both objectives two and three are to be realised in chapter three, this necessitates a conceptualisation of the task at hand.

3.2 CONCEPTUALIZATION

The aim with every research project is to collect reliable data about a certain phenomenon. There are two stages at which data can be collected, and these are conceptualization and operationalisation. There is close correspondence between the two stages. A distinction between the two stages may be drawn only by looking at the definition of a concept (Mouton and Marais 1990:71).

In the social sciences concepts such as values, structure, motivation, religion and many more are employed. The concepts require meaning or even new meaning and are referred to as theoretical concepts, constructs hence conceptualisation. Conceptualisation is therefore a process aimed at gaining internal theoretical or connotative validity (Mouton and Marais 1990:58,59).

The way in which managers conceptualise organisations, influences the way they manage them (Everard and Morris 1985:108).

The main objective of the present study is to establish in what way the services of the Subject Advisory Section can be improved - it therefore is important to mention once again that subject advisers exercise control over the work of teachers, and also are required to assist the teachers with specific problems. The assistance that is offered and control that is exercised are influenced by the structure of the school, its culture and the support itself.

According to Handy and Aitken (1986:30) people can only understand the day to day problems of schools when they have a basic understanding of structures and how schools function as organisations.

In a school situation subject advisors interact with teachers, the pupils and the non teaching staff. The teachers are individuals who also function in a group in their different roles. Each individual manifests certain skills and attitudes. These characteristics cause teachers to behave differently. This in turn emphasizes the need to encourage favourable behaviour in teachers.

Schools should be regarded as organisations. Schools in this case refer to all those involved in a school situation. As stipulated by Herberg's theory, people in any organisation are affected by factors which may cause dissatisfaction (Everard and Morris 1985:30). These factors are related to the job environment. There are those factors which satisfy people and are related to the job content. This implies that if the subject adviser wishes to succeed, he should be able to motivate both teachers and pupils by trying to eliminate as many as possible of the factors which lead to dissatisfaction and instead concentrate on those that satisfy the personal needs of the teachers (Everard and Morris 1985:30).

Motivation alone is not enough. Motivation require implementation through certain processes of management. It is therefore important that the subject adviser must have the insight and clear understanding of the processes of management as well as the techniques and skills of carrying out the managerial activities.

The present study focuses on issues that are geared towards improving efficiency of the subject adviser. These issues include the processes of management. According to Stoner's management model as discussed by Van Schalkwyk *et al* (1986:28) management is the process of planning, organising, guiding and controlling the efforts of the members of the organisation and of using all other organisational resources to achieve stated organisational goals. It is further mentioned that the resources not only include funds, equipment and information, but people also who comprise the most important resource.

All the processes of management discussed in chapter two relate to the work of the subject adviser. For the subject adviser to be able to motivate and to direct his activities properly careful selection will ensure a balanced strategy. The next section is devoted to data collection strategies employed in the course of the study.

3.3 COLLECTION OF DATA

Collection of data was mainly done by means of the survey method of research. This method is suitable for use in studies that have individual people as the units of analysis. In this study teachers in various schools are the individuals under study.

The survey method involves one or more methods of collecting data by means of structured or semi structured interviews and questionnaires (Ary, Jacobs & Razavieh, 1979:175).

The survey method was regarded as appropriate method of research for this study because a major objective of the study is to establish what the attitude of teachers is towards the activities of the Subject Advisory Section.

Because teachers from thirty one senior secondary schools in Qwaqwa represents a large population, a sample from these possible school respondents whose characteristics would be taken to reflect those of the larger population, was selected.

An investigation was launched in four senior secondary schools which were randomly selected from the four circuits in Qwaqwa. A simple random sampling was done by writing down the names of schools for every circuit separately on a piece of paper. The papers for every circuit were then put into a container which was thoroughly shuffled. The paper which was then taken out of the container, revealed the name of the school selected (Mulder 1982:59).

In every circuit only one Head of Department and twelve teachers were selected to answer the questionnaire. Stratified sampling as a method of obtaining a greater degree of representativeness, and further decreasing the probable sampling error (Babbie 1973:94), was used. The researcher adopted this method to ensure that appropriate elements were drawn from homogeneous subjects of the population. The selection was stratified by sex, teaching experience, the position and the status of the teacher in the various schools.

The principals were requested to group teachers into the desired homogeneous subsets and to select the appropriate numbers of elements from each. The confirmation survey method which is a structured interview that produces evidence to confirm earlier findings has also been used, in a form of triangulation that helps establish the concurrent validity of the observational data previously collected (Borg and Gall 1989:400).

The qualitative approach was chosen as method of research because it is a method which is seeking to explain what is happening in the field setting and also what the events mean to the people in them (Borg and Gall 1989:407). The aim of the investigation is to ascertain what is happening within the section and the schools as far as support and controlling are concerned. The researcher by virtue of being involved in the situation being investigated, namely the activities of the Subject Advisory Section in Qwaqwa, would gain insights and develop interpersonal relationships that are virtually impossible to achieve through any other method (Borg and Gall 1989:391).

3.4 QUESTIONNAIRE AS A RESEARCH TECHNIQUE

The questionnaire was considered a suitable method of collecting data because it is a more efficient and practical way of obtaining information from a larger sample. It is also the best and easiest method to use as standardized instructions are given to all respondents (Ary, Jacobs & Razavieh, 1979:175).

Direct contact with subjects involved in interviewing is time consuming and expensive. Much of the same information can be gathered by means of written questionnaires presented to the subjects.

There are two types of questionnaires, the structured or closed form and the unstructured or open form. Both types of questionnaires have been employed in the study. The structured questionnaires contain the question and the alternative answers to them. The structured questionnaires was included in the study because of the straight forwardness of this type of questionnaire which facilitates analysis. This type of questionnaire can also be completed within a short period of time. The unstructured questionnaire on the other hand allows the respondents the freedom to revise their opinions and responses (Ary, Jacobs & Razavieh, 1979:175).

Making use of both types of questionnaires allowed the researcher to elicit richer qualitative responses, because the respondents could agree or disagree.

The fact that the quality of work of the teacher is influenced not only by the activities that are performed by the subject adviser, but also other external factors such as personal activities teachers engage in and managerial activities going on at school, prompted the researcher to cover issues such as the biographics, advisory work of the adviser, management of work, personal and other activities.

Under the biographic and the general information dichotomous questions have been asked in questions 1.1.1.2 and 1.3 to establish whether a given characteristic such as male or female, teacher or HOD is present. The questions have also been set to test the existing relationships.

Questions have also been asked to establish how different aspects are linked in order to obtain a general profile.

The section on advisory work, seek to test what the attitude of the teacher is, and the relationship between the adviser and teacher in 2.1.

Triangulation has also been used in questions 2.2, 2.3, 2.4 and 2.5 to test how questions relate with one another in order to obtain the truth.

Questions have also been set with the purpose of establishing what the position of informal networking is and to determine which aspect is regarded most important in questions 2.6, 2.7 respectively.

Question 2.8 has been asked to obtain the hard facts as they prevail.

Question 2.9 is descriptive and seek more information in order to explain better the statistical analysis of the other questions.

Section III on management of work seek to obtain information on the broader picture of the entire system, and what the factors are that influence the overall activities of the system in 3.1, 3.2 and 3.3.

Descriptive information is also desired in 3.4.

Question 3.5 is aimed at the indirect evaluation of the activities that are organised by the school.

The attitude established through question 3.6 are those that may influence teaching and acceptance of the Advisory Section.

Question 3.8 and 3.9 seek to obtain hard facts that will provide the investigator with new ideas on improving the advisory services.

The investigator wishes to identify the symptoms of resistance against evaluation of work mentioned in 3.10.

The aim of the study also includes determining what the teacher regards as important in his line of work and the value attached to such things.

It is also important to know how the teacher utilises free time, and what the personal interest of the individual are. This accounts for section five: Other Activities.

3.5 PRE-TESTING

The questionnaire was compiled in accordance with the advisory and managerial activities of the subject adviser. The draft questionnaire was discussed with the deputy Dean of the faculty of Education of the University of the North Qwaqwa Branch, Dr B.M. Knotseng and also with Miss E. Crausse, Senior lecturer in the Department of Sociology, University of the North, Qwaqwa Branch, and Mr Smart lecturer in the Department of Sociology, Vista University, Welkom Campus.

3.6 DISTRIBUTION AND TIME

Before the questionnaires could be distributed in the schools, permission to do so was first sought from the Director of Education Control in Qwaqwa, in charge of all schools. The questionnaires together with letters of application and that of approval from the Director were all distributed in the four senior secondary schools on 12 October 1993.

The questionnaires are standard and of the self administered type in which the teachers are requested to complete the questionnaire themselves. It was explained to the principals how administering should be done.

Respondents were to complete the questionnaire. All questionnaires were collected on 19 October 1993.

Three of the schools can be termed to be general schools, while the last school is purely a science school. All schools are situated in various villages of Qwaqwa.

All the schools in Qwaqwa are within easy reach of the researcher, the furthest school thirty minutes away. This made it possible for the researcher to deliver the questionnaires personally on the same day.

3.7 CODING OF DATA

All responses received were each assigned an identification number. A code book which is the document that describes the location of variables in the survey data file, was prepared to serve as the primary guide for preparing questionnaire responses for analysis and also to serve as the guide for locating data during analysis. All responses were assigned letters of the alphabet which were machine readable by the researcher. All no responses were assigned an O.

3.8 DATA ANALYSIS

The Lotus 1 - 2 - 3 computer programme was used to type in information. Data was then exposed to the SPSS data analysis package (Statistical Package for Social Science). Because the researcher has no knowledge of operating the computer, Mr Smart from the Department of Sociology, Vista Campus, Welkom was requested to assist with the application of the SPSS data package.

Only closed ended questions were processed and prepared for analysis through the computer. The closed ended questions are coded easily.



Open ended questions were not coded, the responses were grouped homogeneously and written down to interpret qualitatively.

3.9 DATA PROCESSING

The researcher checked all the computer printouts for mistakes that could have occurred. Information from the printouts was checked against that in the code book. Frequency tables were drawn up to make sure that information in the computer is correct, and by so doing enforcing reliability.

All data that need to be compared under cross tabulation was recorded and is discussed in the next chapter.

3.10 RELIABILITY

Reliability is a matter of whether a particular technique applied repeatedly to the same object, would yield the same result each time (Babbie 1989:121).

In the present study the questionnaire revolves around the activities that are performed in a school by the teacher and the subject adviser to ensure that only relevant responses would be given.

✓ Sources of the questions are a follow up of others in order to test for reliability. Triangulation as a technique is also used in the questionnaire for this purpose.

The confirmation survey was also conducted with two of the sample schools' principals to alter the processing of data to verify some of the information that was given by the teachers. The interviews were conducted on 2 November 1993.

3.11 VALIDITY

Validity refers to the extent to which an empirical measure, adequately reflect the real meaning of the content under consideration (Babbie 1989:124).

According to Borg and Gall's (1989:404) explanation of the external validity, population validity is sighted as an example whereby the sample is representative of the population from which it is drawn. This is equally true about the four schools which have been selected to represent other schools. The findings from the four schools are generalized to apply to all schools from which the participants were drawn.

With reference to the exterior related validity which is termed to be predictor also, the quality of the teachers' work is also influenced by the type of assistance that is offered by the Subject Advisory Section (Babbie 1989:124).

The project does not only touch on the advisory activities of the subject advisers, but also cover the managerial activities such as control, leadership, organisation and the others, thus incorporating even the content validity.

The cause for concern with the way some of the activities are being performed, and such areas should ideally be addressed so that it can be termed to be constructive (Babbie 1989:124).

3.12 CONCLUSION

The sample survey as a method of research was discussed and found to be the best method of collecting and describing data based on the sample population.

The questionnaire also was found to be a suitable instrument of measuring attitudes and relationships between the schools and subject advisers.

Because the respondents were assured confidentiality and because the researcher on the other hand never made an appearance during the completion period of the questionnaire, the responses are regarded as reliable and valid.

Processed data is interpreted in Chapter Four.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

Chapter four focuses on descriptive and interpretative analysis of the biographic information; personal involvement in educational related aspects; other freetime activities that are performed by the teacher; responses from open questions. This is done to establish to what extent these findings can influence the supportive and management activities of the subject adviser.

Responses from open ended questions are also analysed. Variables from these questions which might influence the activities of the respondents such as work and the managerial activities of the adviser, are also investigated.

The relationship that exists between factors is scrutinized to establish to what extent objectives of the study were realized. Information from the descriptive and interpretative analysis is necessary in this regard because it provides factors that influence the work of teachers.

Information from responses given by the teachers will be used to compile a general profile of the situation in which subject advisers have to render support.

4.2 DESCRIPTIVE ANALYSIS OF THE BIOGRAPHIC PARTICULARS OF RESPONDENTS

A descriptive analysis of the professional status of respondents', teaching experience, own personal activity in educational related aspects, other freetime activities performed by respondents, responses from open questions, is given.

In figure 4.1 professional status of respondents is analysed.

Figure 4.1 PROFESSIONAL STATUS OF RESPONDENTS

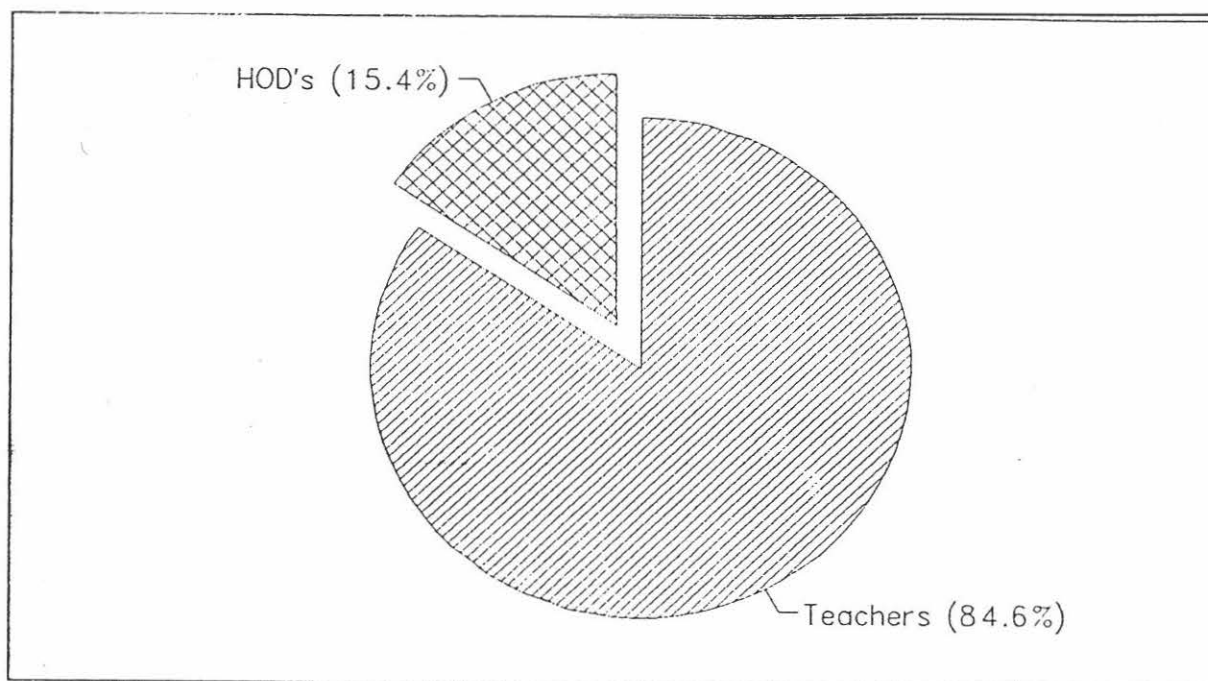
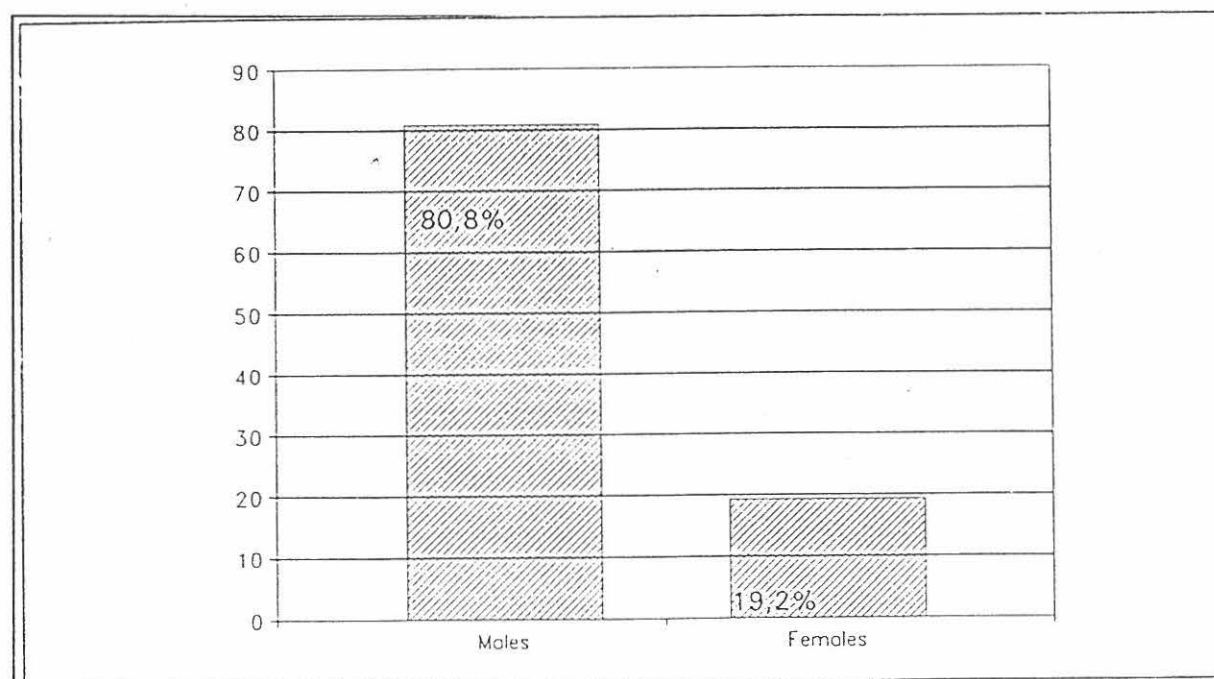


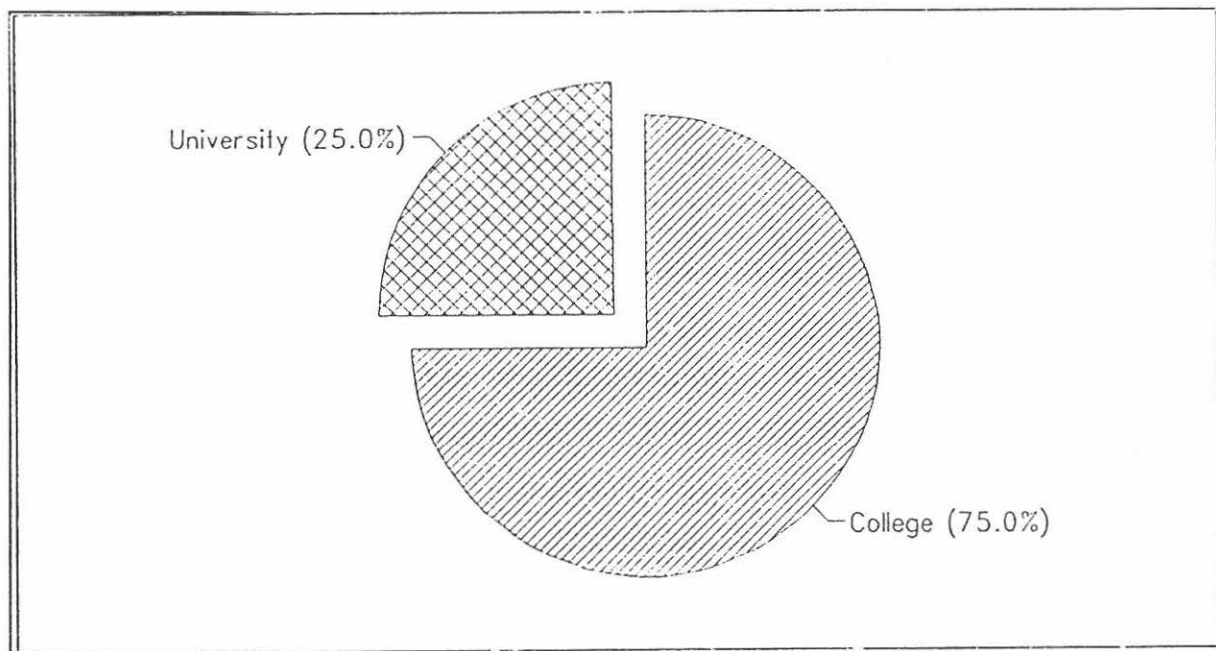
Figure 4.1 indicates that from 52 responses received, 84,6% consist of ordinary teachers while 15,4% constitute Heads of Department(HOD). This represent 1,9% of the Heads of Department from the sample in the secondary schools in Qwaqwa. From the sample 8 Heads of Department, 2:11 and 44 teachers completed the questionnaire. For every 130 teachers there are 10 Heads of Department, 13:1. More Heads of Department would have supplied a clearer picture.

Figure 4.2 GENDER OF RESPONDENTS



Depicted in figure 4.2 is from 52 responses received , the questionnaires were completed by 80,8% males, and only 19,2% were completed by females. Sample ratio is 4:1 male:female. According to the status quo, there are more males than females. The reason could be ascribed to the fact that most of the teachers in the secondary school phase are males. The male, female teacher ratio in Qwaqwa is 3:1 (Kaphe J P, 1:1994).

Figure 4.3 INSTITUTION AT WHICH RESPONDENTS TRAINED



From figure 4.3 it appears that 75% of the respondents from the sample received their teacher training at a college, while 25% possess university qualifications. The bulk of the respondents therefore are in possession of a college qualification.

Table 4.1 PROFESSIONAL QUALIFICATIONS

CODE	QUALIFICATIONS	PERCENT AGE
1	Secondary Education Certificate (SEC)	5,8
2	Secondary Education Diploma (SED)	15,4
4	University Education Diploma (UEd)	1,9
5	Bachelor of Arts in Education (BAEd)	7,7
6	Bachelor of Science in Education (BScEd)	3,8
8	Secondary Teacher Diploma (STD)	26,9
9	Bachelor of Arts/Bachelor of Science (BA/BSc)	3,8
10	Junior Secondary Teachers Certificate (JSTC)	11,5
11	Primary Teachers Certificate (PTC)	19,2

Table 4.1 indicates that 5,8% of the respondents with a SEC, 15,4% with SED, 1,9 with UEd, 7,7% with B.AEd, 3,8% with B,ScEd, 26,9% with STD, 11,5% with JSTC and 19,2% with PTC qualification. Though 3,8% possess a BA or BSc qualification, they have no professional teaching qualification.

The majority of the respondents (77,9%) excluding 19,2% with a PTC qualification, and 3,8% with BA and BSc are officially, professionally qualified to teach in a secondary school. A PTC qualification is designed for teaching in the primary schools. Respondents with BA and BSc though academically highly qualified have not received any tuition in Didactics. The reason is that the training the student receives prepares him/her for teaching of subjects in a specialisation area (Tshiya College, 1994).

Table 4.2 TEACHING EXPERIENCE OF RESPONDENTS

YEARS	FREQUENCY	%	TOTAL	CUMULATIVE
2	4	7,7		
3	8	15,4		
4	3	5,8		
5	8	15,4	23	44,2
6	4	7,7		
7	4	7,7		
8	7	13,5		
9	1	1,9		
10 or more	13	25,0	29	55,8

Table 4.2 indicates that more than half (55,8%) of the respondents from the sample have teaching experience of more than six years, while 44,2% have teaching experience of less than six years.

Figure 4.4 PERCENTAGE OF RESPONDENTS WHO FEEL QUALIFIED TO TEACH THEIR TEACHING SUBJECTS

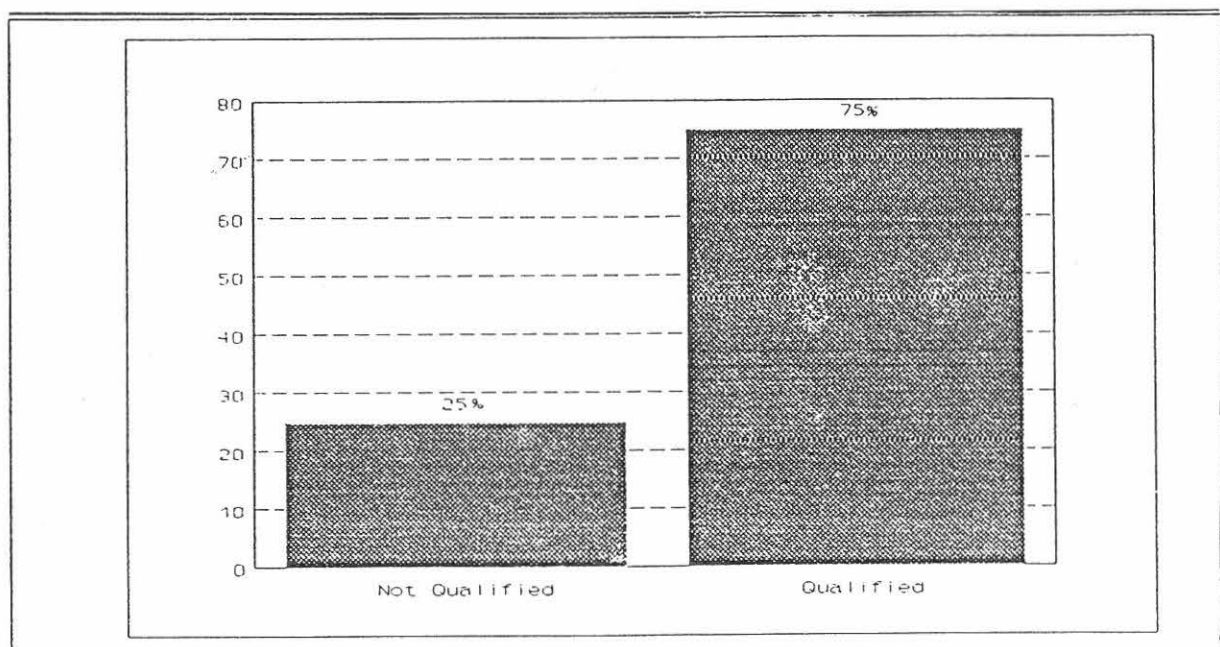


Figure 4.4 indicates that 25% of the respondents teach subjects for which they are not qualified, while 75% of the respondents teach the subjects for which they are qualified.

The training which the student receives is specialized and prepares him/her for teaching in a specific subject. Even though in the real life situation teachers at times do teach subjects in which they have not qualified they lack didactic tuition of the subject.

Figure 4.5 EDUCATIONAL RELATED FREETIME ACTIVITIES OF TEACHERS

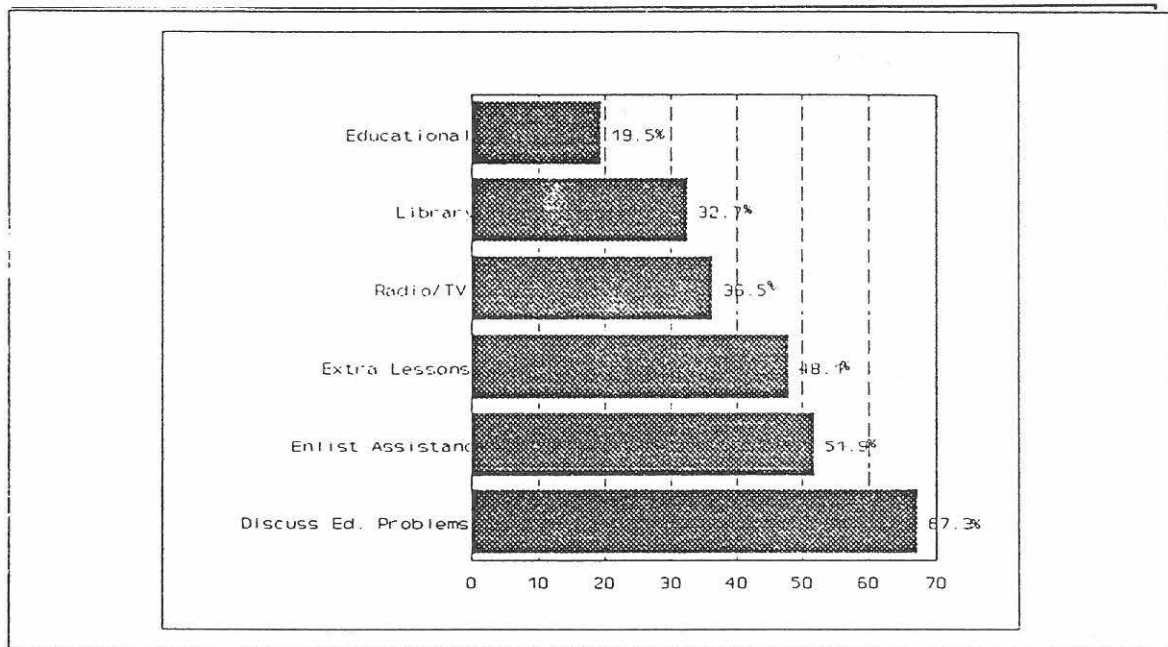


Figure 4.5 indicates that 67,3% of respondents discuss Education problems with co-workers. Co-workers are also enlisted to assist by 51,9% of the teachers. Of the respondents 48,1% present extra lessons and 36,5% listen to the radio or watch the television in their freetime. Only 32,7% visit the library and 19,2% visit other educational centres outside the line of normal duty.

FIGURE 4.6 NON EDUCATIONAL RELATED FREETIME ACTIVITIES PERFORMED BY TEACHERS

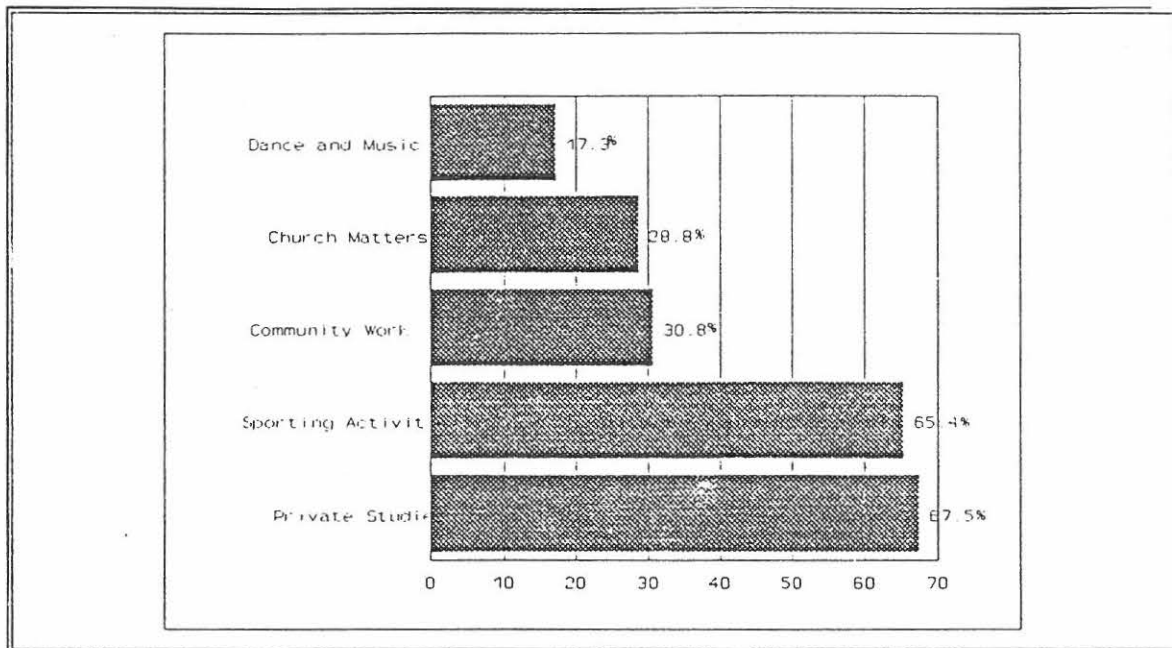


Figure 4.6 indicates that 67,5% of the respondents engage in private studies after hours. The second highest percentage, 65,4% enjoy sporting activities, 30,8% are involved in community work and 28,8% attend to church matters. Lastly 17,3% engage in other activities such as dance and music. The high percentage of teachers involved in private study, is a clear indication that teachers are eager to improve their qualifications. It will be to the advantage of the subject advisers to take cognizance of what the teachers are doing and give the necessary support. By so doing teachers would see advisers as people whom they can trust.

4.3 DESCRIPTIVE ANALYSIS OF RESPONSES BY RESPONDENTS TO OPEN ENDED QUESTIONS

The questions sought to obtain information on the views of teachers and what their influence could be on their work. The information on the views of teachers is derived from the responses given to the research questions.

As the main aim of the research is to highlight certain aspects which have implications for the future role of the subject adviser, focus will be on both the negative and positive answers.

4.3.1 The views of teachers on the importance of pupils' well being

Responses to this open question indicated the following:

- * seeing people who are well trained;
- * pupils who are healthy and eager to learn; and
- * prepare pupils who are eager and showing enthusiasm to improve.

4.3.2 Views on what the qualities of a good teacher are

100% (52) of the respondents describe the qualities as for example hardworking, internal motivation, cooperation, honesty and self discipline.

4.3.3 Perceptions on what respondents wish to accomplish as teachers

The responses indicated that all respondents wish to accomplish the following:

- * to produce more responsible and respected citizens;
- * to produce good results and in return get promoted; and
- * to uplift the standard of education.

4.3.4 Perceptions on how teaching is defined

Responses such as the following were received:

- * successful transference of knowledge to pupils.

If subject advisers know how the teachers feel, they will in return know how best to approach the teacher for purposes of changing negative attitudes.

4.3.5 Perceptions on whether the adviser plays any important role

Reasons given why advisers are not playing any important role were:

- * no contact with the schools;
- * not been seen for some time; and
- * not effective

Under reasons why advisers are playing an important role, such as the following were advanced:

- Subject advisers - instil confidence and knowledge;
- give all new innovations; and
 - organise meetings with examiners.

4.3.6 Responses to the question seeking to establish what activities are organised by the school to encourage learning were:

- Saturday classes;
- excursions;
- use of video lessons;
- debate / drama;
- science fair competitions; and
- enlisting assistance of subject advisers.

By knowing what activities are organized by the school, the subject advisers will be in a position to develop new ideas and can later implement a programme to assist the teachers. The subject advisers will also know how to advise the teachers to undertake more fruitful excursions. The teachers on the other hand will realise that the subject advisers respect the efforts that they execute. This involvement of subject advisers will result in acceptability and will encourage teachers to respect and consult them.

4.3.7 Responses to the question on control of work

On the question of whether the school controls work of teachers, answers received were categorized into (i) controlled (ii) not controlled and (iii) no response. The percentile weight is given to each as follows:

- i) controlled 73%
- ii) not controlled 25%
- iii) no response 2%

The answers were further grouped into (i) who controls (ii) frequency and how control is exercised.

Control in the school is exercised by Heads of Departments, Principals and even senior teachers in some of the schools.

The schools seem not to be uniform with the frequency of exercising control. Control is exercised weekly or monthly depending on the policy of the school. The manners in which control is exercised also differ. Methods such as conducting class visits, checking written word, use of tests and memoranda are employed.

It was in some cases difficult to get a true reflection of how control is exercised because of Staff Union activities which went on during the period of the interview.

4.3.8 The feelings of teachers towards the reports submitted by the subject adviser

The following are some of the reasons why teachers are against the reports from the subject advisers. The reports:

- are not building but are destructive;
- have never been received;
- indicate that advisers have no practical experience of what they are preaching;
- are not serving any purpose as they are not discussed with teachers; and
- do not always reach the teachers, and should instead be directed to the teachers.

Some of the reasons why teachers are in favour of the reports from the subject advisers were:

- Reports - stimulate teachers towards improving;
- provide teachers with more information; and
 - are positive and build confidence of teachers.

4.4 DESCRIPTIVE ANALYSIS OF ADVISORY WORK

In this section a description and explanation of the views of teachers concerning the advisory role, future role of the Advisory Section, what the work ethics entail and control of work and other managerial activities are given.

Subject advisers are rendering professional support services to teachers in the classroom. Advisers through all their activities strive to realise effective tuition and quality education. (Qwaqwa Department of Education, 1987:2). It is essential to look at what the possible factors could be that hamper the smooth running of the advisory work in the schools.

4.4.1 Attitude of teachers towards the advisory role

Perceptions of teachers on the role of subject advisers are focused upon. Perceptions are influenced by factors such as individual personality, influence of colleagues or other educational factors such as theories, papers presented on educational matters, current debates on educational issues. Responses may assist in establishing what the general views of teachers are, the relationships that exist between teachers and subject advisers and the expectations of teachers for the subject adviser.

Figure 4.7 CONTACT WITH THE ADVISER DURING MEETINGS

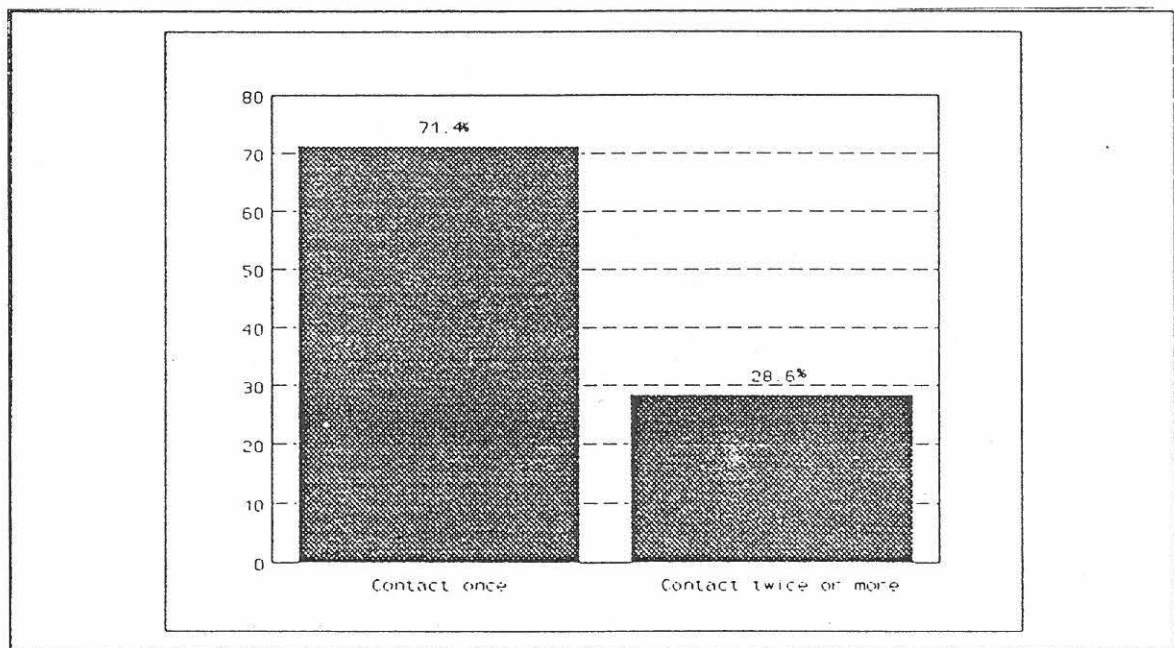
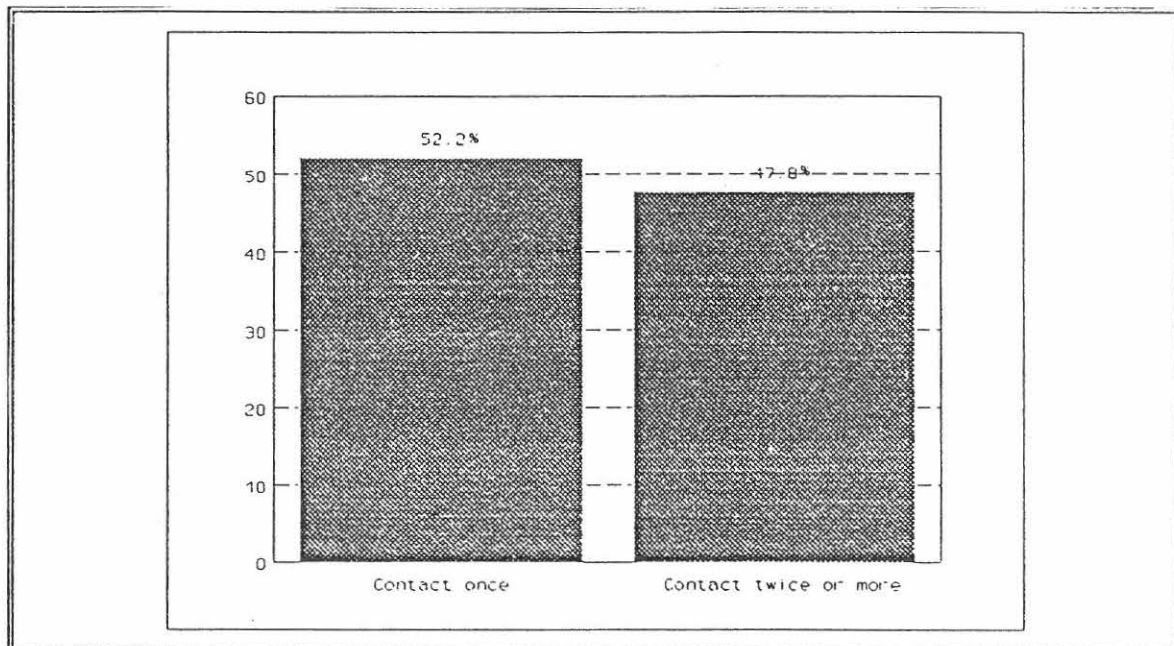


Figure 4.7 reveals that from a sample of 52 respondents 71,4% indicated that they had contact with the adviser only once at a meeting, 28,6% of the other respondents had contact with the adviser two or more times. Responses have not been received from 10 respondents for this question.

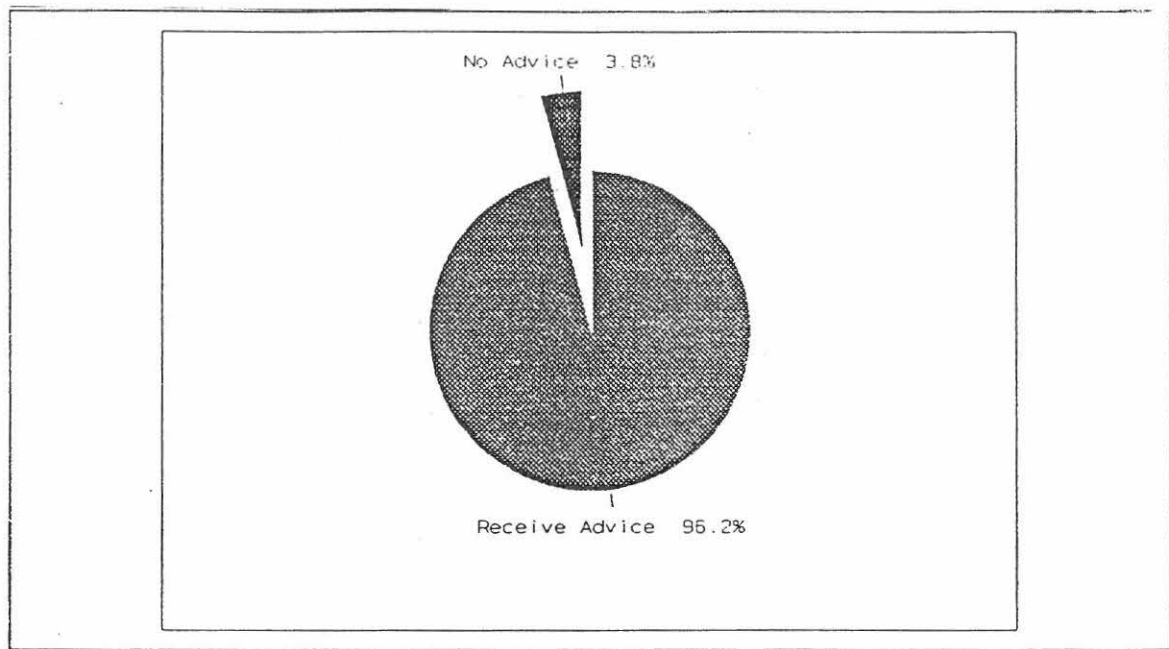
Figure 4.8 CONTACT WITH THE ADVISERS DURING COURSES



Of the respondents 52,2% had contact with the adviser during courses only once, while 47,8% of other respondents had contact with an adviser two or more times. Responses have not been received from six respondents for this question.

There is no specific norm on the issue of the number of courses to be conducted, or meetings to be held in a year. Two meetings or courses per year would be a rough guideline.

Figure 4.10 WILLINGNESS TO RECEIVE ADVICE FROM THE ADVISER

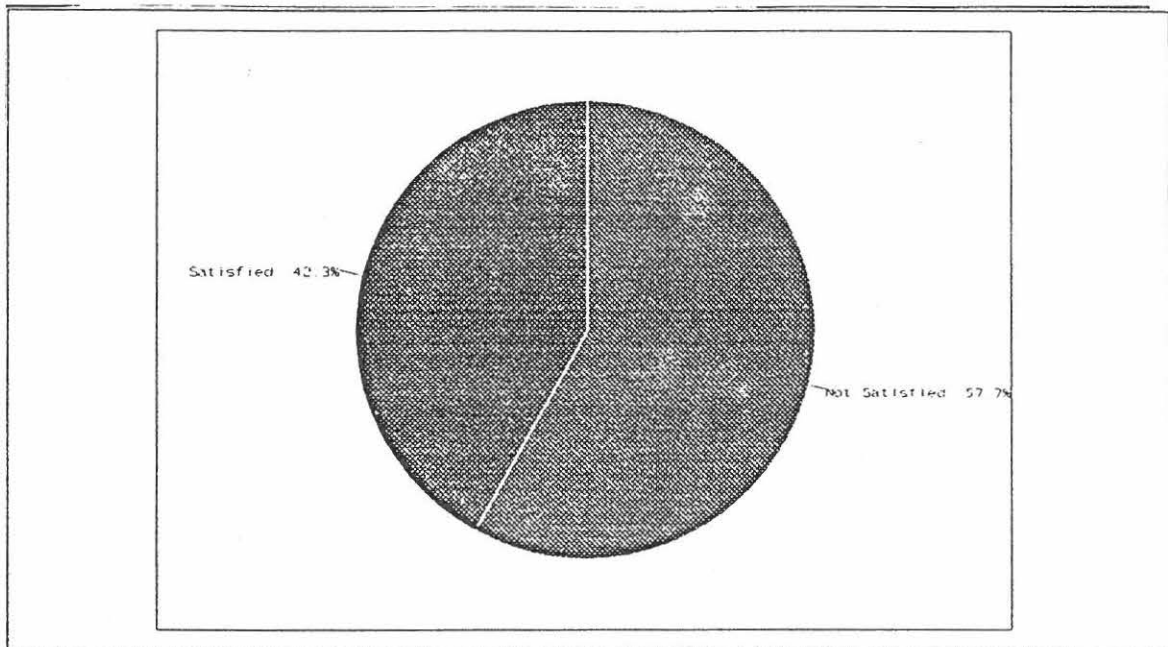


From the sample of 52 respondents 96,2% indicated a desire to receive advice from the advisers, while only 3.8% of the respondents do not wish to receive any advice. This fact will facilitate the advising function of the subject adviser considerably.

Reasons advanced why advice from the adviser is not required are:

- * every time the teacher asked for advice, the so-called adviser would always say that her/his schedule for the year is tight; and
- * the teacher by virtue of the professional qualification does not require any advice from the subject adviser.

Figure 4.11 SATISFACTION EXPRESSED BY RESPONDENTS WITH ADVISER ACTIVITIES



From the respondents 57,7% are not satisfied with the activities that are presently performed by the advisers in their respective subjects, while 42,3% are satisfied. The reason forwarded to this question why the respondents are not satisfied are such as:

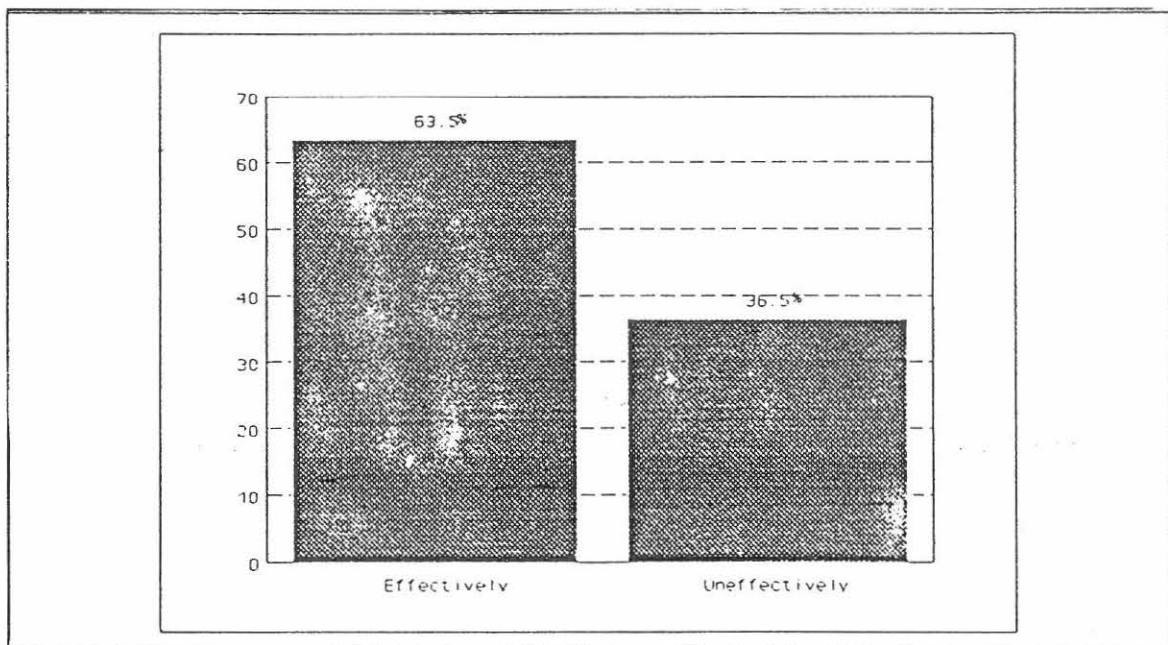
- * the adviser has never visited the school;
- * there is no communication between the adviser and the teacher;
- * there is lack of consultancy on the part of the advisers;
- * activities by the adviser are not relevant to the teacher;
- * very few courses are organised;
- * reports by the advisers are inhuman and untrue;

- * the adviser is no longer visiting the school;
- * feedback is not given; and
- * problems are left unattended.

The following reasons are given by teachers why they are satisfied:

- * subject advisers give encouragement and support;
- * the subject adviser visits the school to meet both teachers and the pupils; and
- * teachers are updated in the subject.

Figure 4.12 ADVISER CONTRIBUTION TOWARD ACHIEVEMENT OF BETTER RESULTS AND SCHOOL OBJECTIVES



According to figure 4.12, 63,5% of the respondents from the sample feel the subject advisory section is contributing effectively to achievement of school objectives and better results, while 36,5% respondents feel the Subject Advisory Section is not contributing effectively towards results.

Responses to the open question why the advisory section is not contributing to achievement of school objectives and better results are such as:

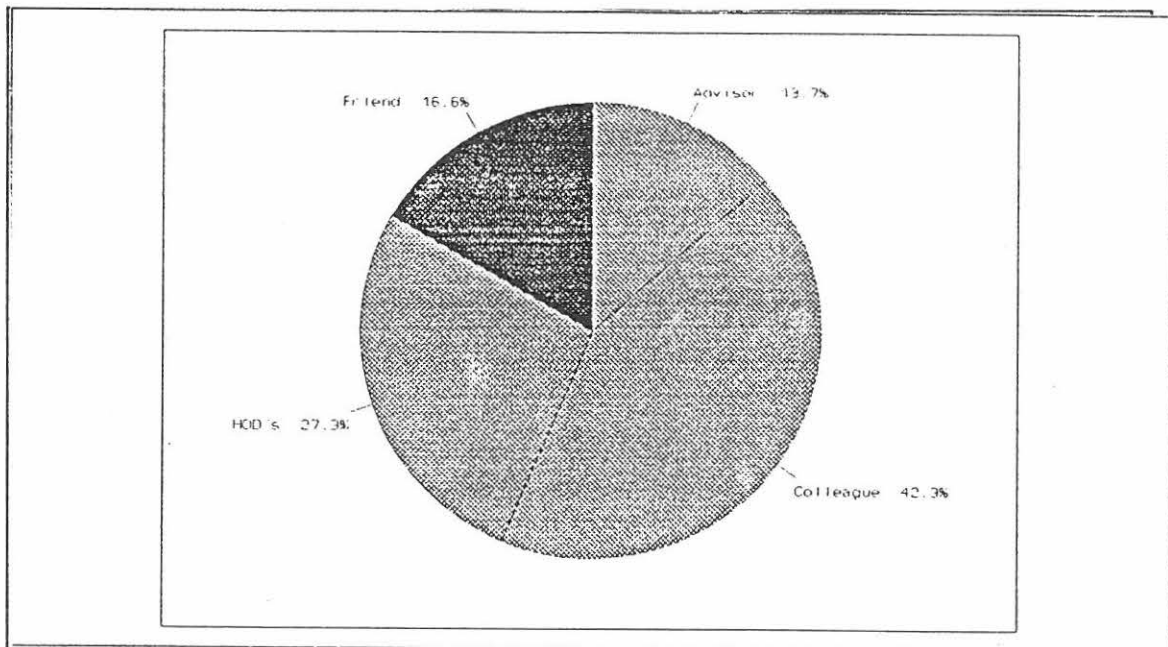
- * the adviser has no contact with the school;
- * the adviser is not aware of his/her role; and
- * advisers do not help teachers in any way.

Responses given why the advisory section is effective are the following:

- * teachers are able to derive at new approaches and to implement them through the advisers;
- * advisers give guidance which is followed and applied;
- * subject advisers regard teaching as a collective effort; and
- * subject advisers supply teaching and learning aids and discuss problems with the teachers.

The subject advisers should introduce methods that proved to be effective in one school at other schools.

Figure 4.13 SOURCES OF ADVICE CONSULTED BY TEACHERS



It is clear from the sample that very few respondents, only 21,2%, go to the adviser for advice. Most of the respondents 65,4% prefer to go to a colleague. A colleague is the least threatening and most accessible source. Heads of department is the second best resource for advice preferred by 42,3% of respondents. A friend is preferred by 28,8%. The adviser is, according to respondents, the last person to go to. Advisers possibly are being regarded as outsiders. This is an indication that teachers do not regard advisers as sources of advice.

Table 4.3 FREQUENCY OF SEEKING ADVICE AND ORDER OF PREFERENCES

	ONCE OR LESS		TWICE OR MORE	
	Frequency	%	Frequency	%
Colleague	1	2,2	44	97,8
HOD	8	19	34	81,0
Friend	9	20,9	34	79,1
Adviser	19	44,2	24	55,8

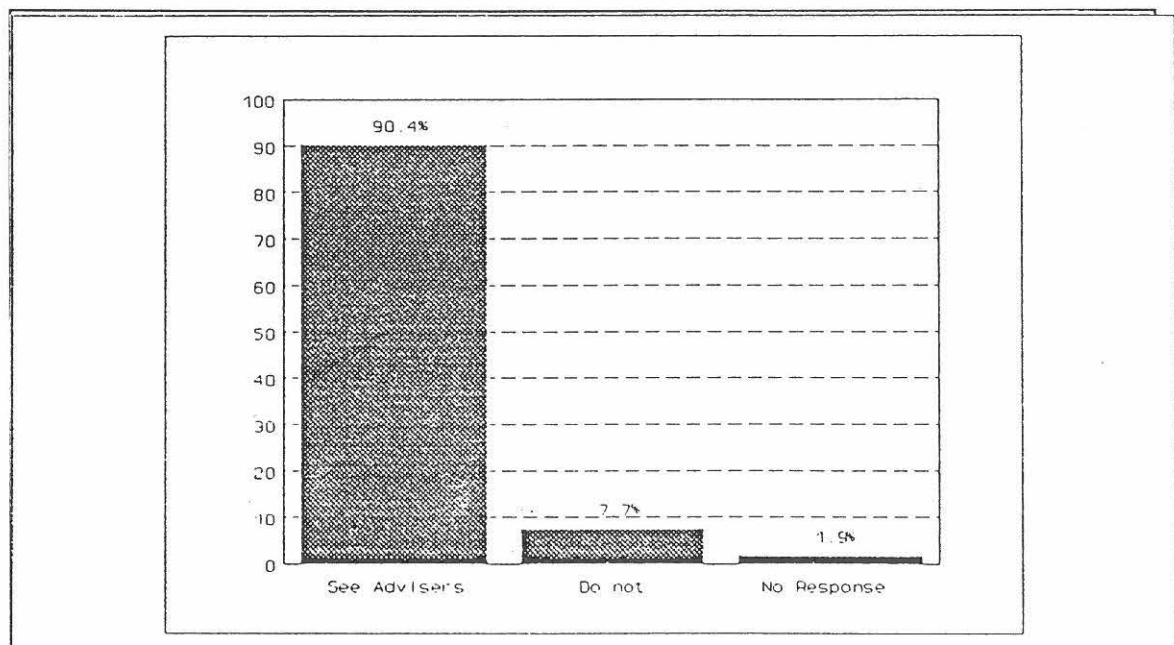
Most of the respondents 97,8% approached a colleague for advice twice or more; 81% of the teachers seek advice from an HOD while 77,1% go to a friend, and only 55,8% approach the adviser.

Table 4.4 TEACHERS ATTITUDE TOWARDS ADVISERS' VISITS

	FREQUENCY	%
POSITIVE	27	51,9
NEGATIVE	21	48,1
NO RESPONSE	4	7,7
TOTAL	52	100,0

According to table 4.3 51,9% of the teachers in the sample reported that they are positive towards the advisers' visits while 48,1% are negative towards the advisers' visits, 7,7% of the teachers have not responded.

Figure 4.14 FUTURE INVOLVEMENT OF ADVISERS IN SCHOOLS



From the sample of 52 respondents, 90,4% indicated a desire to see advisers becoming more involved in schools in future, while 7,7% do not wish to see advisers becoming more involved. Response has not been received from 1,9%.

Some of the answers given on how teachers wish to see the advisers getting more involved in schools in future are:

- * that more courses be arranged;
- * advisers must stay in the schools longer on the day of visiting;
- * advisers need to be part of the teaching staff and not be intimidators; and
- * school visits should take place more often.

Reasons such as the following are given why advisers should not become involved:

- * advisers have failed to play their role, as a result everyone has lost confidence in them;
- * Qwaqwa advisers are employed according to qualifications disregarding their involvement in the subject they applied for; and
- * instead of rendering advice, advisers are featuring teachers.

4.5 DESCRIPTIVE ANALYSIS OF THE MANAGEMENT OF WORK

The descriptive analysis of the management of work sought to establish what the beliefs of teachers are towards the work ethics, and the attitude towards control of work and other managerial activities.

Such responses would facilitate the redirection of methods of approach should there be a need to do so.

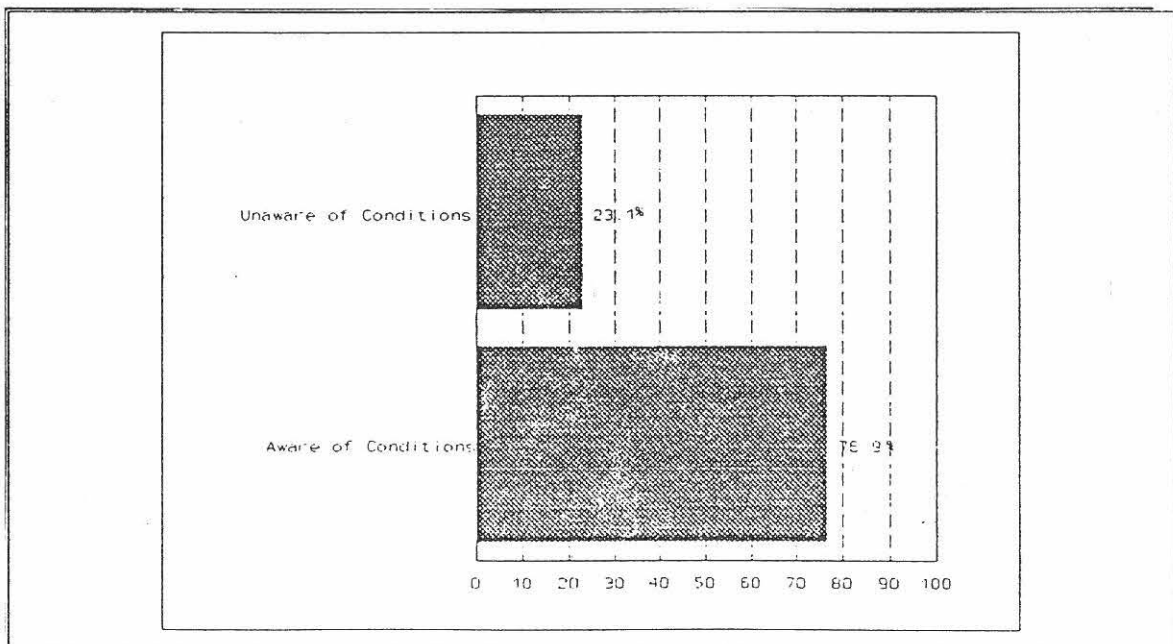
Table 4.5 CODE OF CONDUCT

	%
Received code of conduct	48,1
Not received	51,9

48,1% of the respondents from the sample indicated that they have been furnished with a copy of the code of conduct, while 51,9% indicated that they have not been provided with the code of conduct by the school. This implies that more than half of the staff do not know about such matters as conduct.

The adviser himself is responsible for introducing and promoting his services. The managerial activities of the adviser were looked into to determine the extent to which they influence the work of the teacher.

Figure 4.15 CONDITIONS OF SERVICE



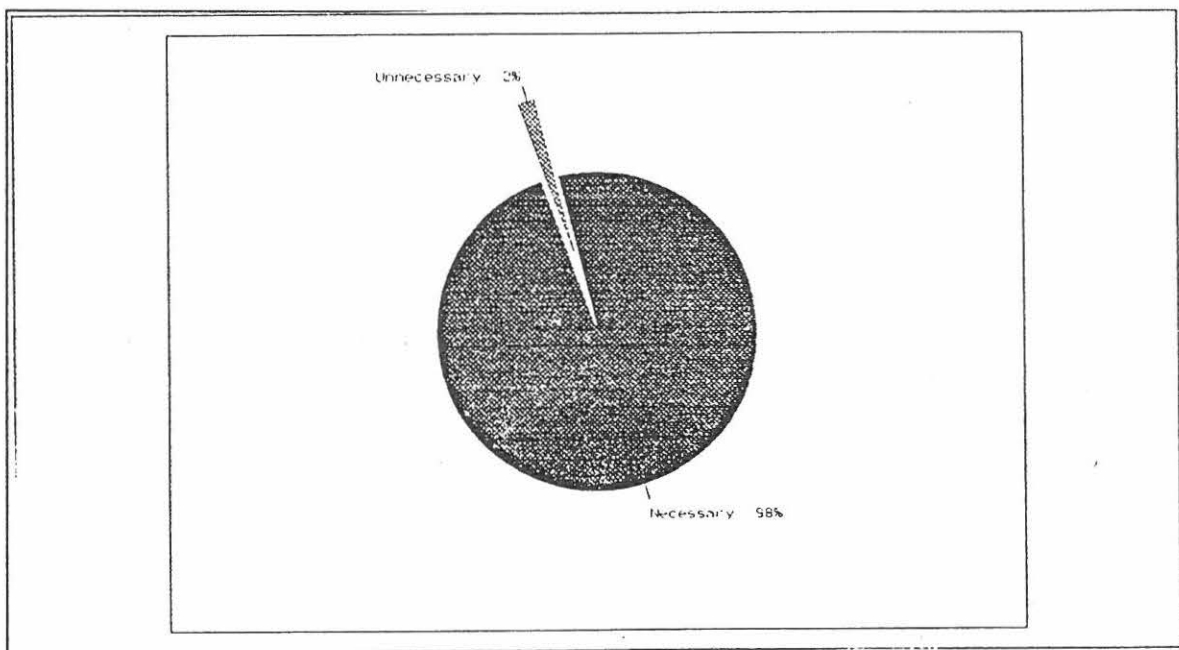
As indicated in figure 4.15, 76,9% of the respondents are aware of the conditions of service, while only 23,1% of the respondents are not aware of these conditions.

The teacher as an employee of the Education Department is expected to comply with all the general conditions of service related to his profession (Buchel 1992:223).

The subject advisers work on the basis that teachers should have received this document on appointment.

Teachers who received the conditions of service will know about them.

Figure 4.16 PLANNING OF WORK



The general consensus from the sample is that planning of work is necessary. 98,1% of the respondents are in favour of work planning, while only 1,9% of respondents feel that planning is not necessary.

The reason given on why the planning of work is not necessary is that every teacher is qualified to do his/her work. It is therefore not necessary to do planning of the work. The respondents who deem planning necessary, do so because they regard themselves professionals.

Table 4.6 TEACHERS' IDEAS OF WHO SHOULD DO THE PLANNING

SCHEME DRAWN UP BY	FREQUENCY	%
Teacher / Adviser	38	73,1
Only Teacher	10	19,2
Only Adviser	2	3,8
Teacher / Planner	2	3,8
Total	52	100,0

73,1% of the respondents feel that the drawing up of the scheme of work should be a joint effort between the teacher and the adviser, 19,2% feel it should be done by the teacher himself, 3,8% feel it is the task of the adviser, while the other 3,8% respondents felt it should be the task of other people like the teacher and an education planner.

The reasons as contained in the opinions of teachers on who should draw up the scheme of work in a subject were categorized into (i) only teacher (ii) only adviser (iii) teacher and adviser (iv) other.

Examples of reasons given were:

i) only teacher:

- * teacher is the one who is going to do the work, one who knows the origin of the problems in the school; and
- * teacher is the one who understands the pupils better.

ii) only adviser:

- * must draw of the scheme of work because teachers have too much work to do.

iii) teacher and adviser:

- * both have knowledge of the subject;
- * advisers' knowledge of the subject will help the teacher a lot; and
- * to encourage team work between adviser and the teacher.

iv) Other

- * the education planner was cited as the only person who seem to care about the future of the child.

Ideally the scheme of work should be drawn of, by the teacher himself/herself. The common practice in Qwaqwa is that schemes of work are supplied to the teachers by the Department of Education.

The above responses highlight the role of ownership in participatory planning. During this time of political change, subject advisers should get teachers involved. The teachers wish to see shared responsibility.

The responses on the other hand indicate that the teachers see themselves as possessing the necessary skills to do the planning themselves, but do however wish to do it with the person who is capable, the subject adviser.

Table 4.7 ATTITUDE TOWARDS CONTROL OF WORK

ATTITUDE	FREQUENCY	%
Vital	42	80,8
Useful but not essential	6	11,5
Unimportant	4	7,7
Total	52	100,0

80,8% respondents feel it is important that work of the teacher be checked and controlled, 11,5% respondents feel it is useful but not essential to check and control work, while 7,7% of the other respondents feel it is unimportant to check and control the work.

The answers to this open question on how important teachers think it is for one's work to be checked and controlled, were categorized into (i) vital (ii) useful but not essential and (iii) unimportant.

Responses such as the following were received:

i) vital:

- * planning of work is necessary because it affords the authorities the opportunity to assess the progress of work;
- * teachers seem to relax if work is not checked; and
- * there is no quality production without control of work.

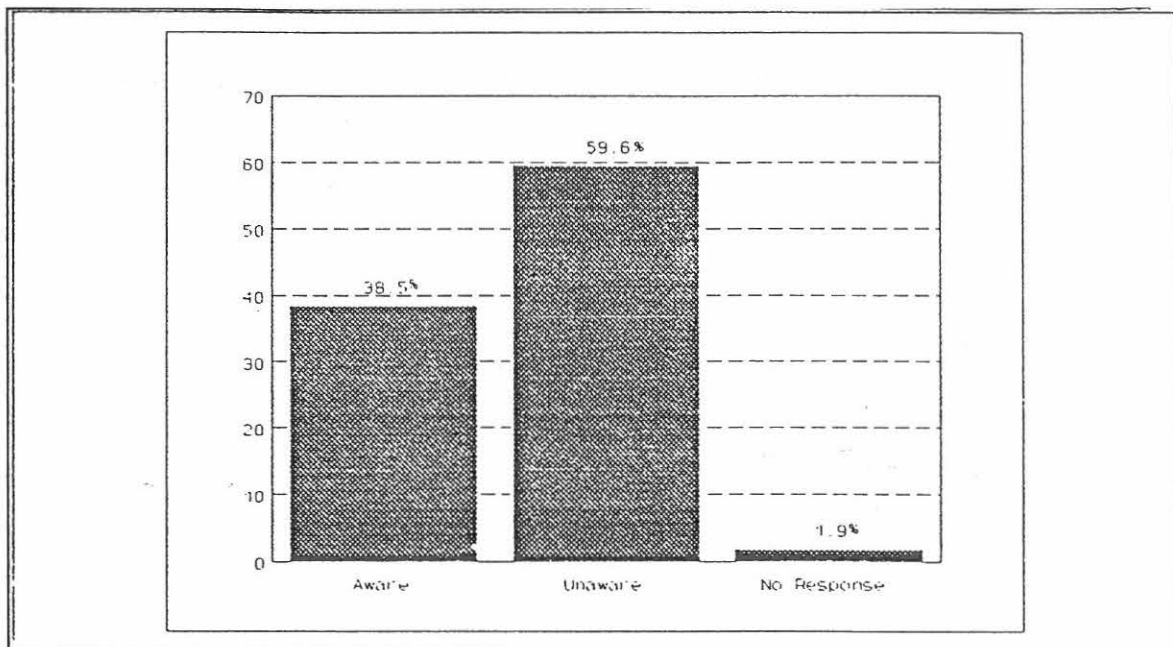
ii) useful but not essential:

- * work is only indicated as up to date in the workbook for fear of the seniors; and
- * planning is not essential where the teacher is dedicated and committed to his work.

iii) unimportant;

- * people checking behave like policemen; and
- * people checking are not perfect themselves.

Figure 4.17 AWARENESS OF TEACHERS' REPORTS ABOUT SUBJECT ADVISERS' REPORTS



From the sample 38,5% of the respondents are aware of the reports that are sent to schools by the advisers, 59,6% are not aware of reports while only 1,9% has not responded.

Figure 4.18 DISCUSSION OF ADVISER REPORTS

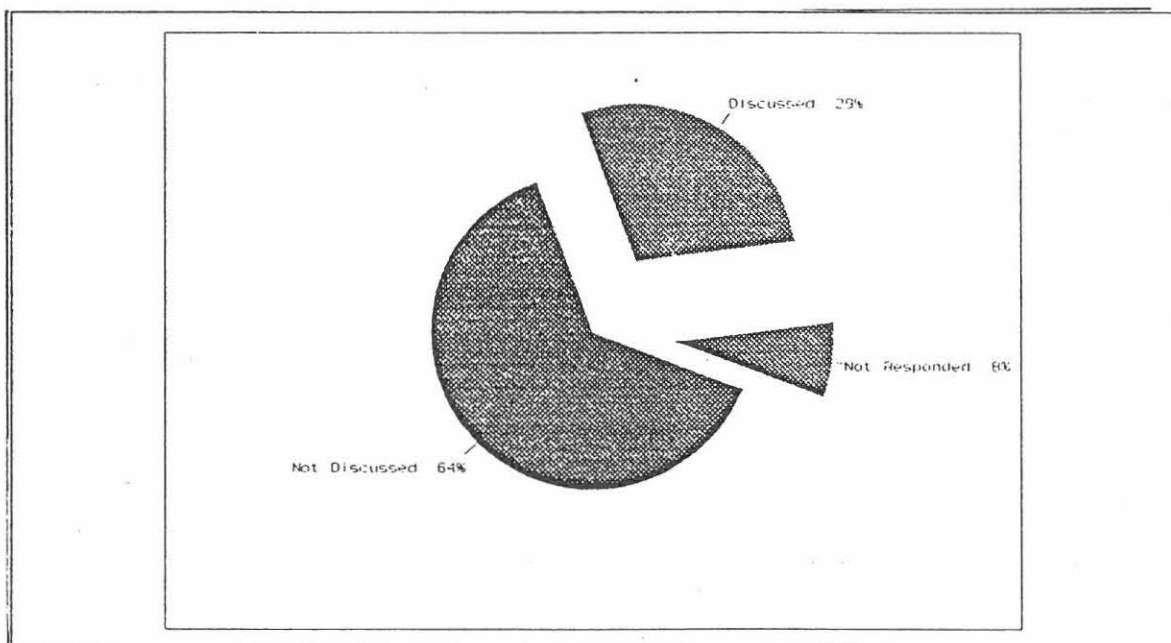


Figure 4.18 indicates that from the sample of 52 respondents 28,8% stated that the reports are discussed with the teacher, while 63,5% of respondents stated that the reports are not discussed. 7,7% have not responded.

The researcher tried to establish a general profile of the situation concerning the task and work of the adviser in schools. This profile should be supported by interpretative analysis of data by the researcher in order to determine the influence of certain variables on responses.

4.6 INTERPRETATIVE ANALYSIS

In the interpretative analysis, data was analysed by making use of the Statistical Package for Social Sciences (SPSS) sub programme. Cross tabulations which were statistically significant are discussed in detail. In some cases where relationships were expected between two variables, but none were found, these are mentioned they are, gender, status and teaching experience.

Responses which are found to be significant are grouped and discussed around the views on:

- i) the relationship that exist between the advisory section and the teachers;
- ii) relationship between the teachers and management of work; and
- iii) the relationship between the schools and the advisory section.

4.6.1 The relationship that exists between the advisory section and the teachers

This is done to establish what the attitude and expectations of the teachers are for the Subject Advisory Section. Future planning of work would be facilitated if shortcomings which exist and the expectations of teachers are considered.

Table 4.8 THE RELATIONSHIP BETWEEN ADVISERS' REPORTS BEING DISCUSSED AND INSTITUTIONS OF TRAINING

Response	College		University	
YES	9	$\frac{9}{37}$	6	$\frac{6}{11}$
NO	28	$\frac{28}{37}$	5	$\frac{5}{11}$
COLUMN TOTAL	37	100%	11	100%

(Pearson chi square test p value = 0,5762)

Table 4.8 indicates that advisers' reports are more likely to be discussed with teachers who trained at universities than teachers who trained at colleges.

The reason could also be that college trained teachers are more influenced by union activity which is active in the colleges, while the activity of unions is mild at the university

College trained teachers could rely on their qualifications without realising that additional information onto what they already have can be brought about even by external sources such as subject advisers.

Table 4.9 RELATIONSHIP BETWEEN ATTITUDES TOWARDS ADVISERS' VISITS AND ADVISERS' CONTRIBUTION TOWARDS REALISATION OF SCHOOL OBJECTIVES

Attitude towards advisers' visit		Adviser contribution to school objectives		Row Total
		Agree	Disagree	
Positive	%	21 43,8	6 12,5	27 56,3
Negative	%	10 20,8	11 22,9	21 43,8
Column Total	%	31 64,6	17 35,4	48 100

(Pearson chi square test p value = 0,03021)

Table 4.9 indicates that teachers who feel advisers contribute towards realising the objectives of the school are more likely to feel positive about advisers' visits, than those who feel that advisers do not contribute to objectives. There seems to be an information gap in this case. If the teachers know why advisers perform certain tasks and the importance thereof, they would understand the need of advisers' visits to the schools in order to make a significant contribution to teaching. Information to the teachers is conveyed by the HOD's. The HODs should disseminate all necessary information to the teachers on the recommendation of the adviser. Teachers who understand will welcome advisers' visits. If these visits occur regularly the impact the adviser will make will increase. If the teachers do not understand why visits are undertaken, they will obviously become negative towards visit of the subject adviser.

**Table 4.10 RELATIONSHIP BETWEEN ADVISERS' VISITS AND SATISFACTION
TOWARDS ADVISERS' VISITS**

ATTITUDE TOWARDS VISITS		SATISFIED WITH VISITS	NOT SATISFIED WITH VISITS	ROW TOTAL
POSITIVE	%	15 31,3	12 25,0	27 56,3
NEGATIVE	%	5 10,4	16 33,3	21 43,8
COLUMN TOTAL	%	20 41,7	28 58,3	48 100,0

(Pearson chi square test p value = 0,02689)

Table 4.10 indicates that teachers who are satisfied with activities of the subject adviser are more likely to feel positive towards advisers' visits than teachers dissatisfied with the activities of advisers. Advisers will be required to innovate changes in their activities in order to win the cooperation of teachers.

The more teachers see advisers the more comfortable they will become with these visits. Teachers who are confident because of background and relevant training will most probably welcome advisers' visits.

**Table 4.11 THE RELATIONSHIP BETWEEN TRAINING AND ATTITUDE
TOWARDS' ADVISERS' VISITS**

INSTITUTION OF TRAINING		POSITIVE	NEGATIVE	ROW TOTAL
COLLEGE	%	18 37,5	19 39,6	37 77,1
UNIVERSITY	%	9 18,8	2 4,2	11 22,9
COLUMN TOTAL	%	27 56,3	21 43,8	48 100,0

(Pearson chi square test p value = 0,05154)

Table 4.11 indicates that college trained teachers are more likely to be negative towards advisers' visits than the university trained respondents. The reason could be that teachers have a feeling of insecurity or the advisory approach that is followed does not establish trust. The situation therefore call for a different approach and implementation of new advisory and evaluation skills.

If this situation prevails, teachers will not turn to advisers for advice, but will keep consulting friends whom they know and trust, especially where young teachers are concerned. Experience might increase confidence and security and result in consultation with advisers.

Table 4.12 THE RELATIONSHIP BETWEEN BEING SATISFIED WITH ADVISERS' ACTIVITIES AND CONTRIBUTION TOWARDS REALISING SCHOOL OBJECTIVES

SATISFIED WITH ADVISERS' ACTIVITIES	CONTRIBUTION OF THE ADVISORY SECTION			ROW TOTAL
		YES	NO	
YES	%	21 40,4	1 1,9	22 42,3
NO	%	12 23,1	18 34,6	30 57,7
COLUMN TOTAL	%	33 63,5	19 36,5	52 100,0

(Pearson chi square test p value = 0,2294)

Table 4.12 reflects that teachers who are satisfied with the activities that are performed by the adviser are likely to feel that the advisory section is contributing to achievement of school objectives and better results.

4.6.2 The relationship between the teachers and management of work

Responses which follow sought to establish what the beliefs of teachers are towards control of work and other managerial activities. Such responses would facilitate the redirection of methods of approach if there should be a need to do so.

Table 4.13 THE RELATIONSHIP BETWEEN AWARENESS OF REPORTS AND ATTITUDES TOWARDS VISITS

AWARENESS OF REPORTS		ATTITUDE TOWARDS ADVISERS VISITS		
Independent variable		Dependent variable		
		POSITIVE ATTITUDES	NEGATIVE ATTITUDES	ROW TOTAL
YES	%	13 27,7	5 10,6	18 38,3
NO	%	13 27,7	16 34,0	29 61,7
COLUMN TOTAL	%	26 55,3	21 44,7	47 100

(Pearson chi square test p value = 0,06631)

It is clear from table 4.13 that teachers who are aware of advisers' reports, felt more positive towards advisers' visits, than those not aware of the reports. Teachers who are aware of reports, know reasons for visit HOD's and advisers may fail to forward the reports to the teachers. It is important that teachers be made aware of the reports that are submitted on their work. This would avoid tension between teachers and subject advisers and convince teachers that reports are not for criticism, but to encourage improvement.

Table 4.14 RELATIONSHIP BETWEEN CODE OF CONDUCT AND CONDITIONS OF SERVICE

CODE OF CONDUCT		CONDITIONS OF SERVICE		
		YES	NOT	ROW TOTAL
Furnished with	%	25 49,0		25 49,0
Not furnished with	%	14 27,5	12 23,5	26 51,0
Column Total	%	39 76,5	12 23,5	51 100

(Pearson chi square test p value = 0,00010)

It becomes clear from table 4.14 that 49% of teachers have both the copy of the code of conduct and conditions of service, 76,5% have the conditions of service, 23,5% had none. Everybody who had the code of conduct was also aware of conditions of service.

It is essential that area managers, HOD's and subject advisers work together as a team and become supportive towards the work of colleagues. It is essential that teachers are furnished with relevant information. Such information should further be discussed with teachers to ensure that it is understood by all. The problem will also be solved better with an orientation program.

Table 4.15 THE RELATIONSHIP BETWEEN STATUS OF RESPONDENTS AND DRAWING UP THE SCHEME OF WORK JOINTLY BY TEACHERS AND ADVISERS

STATUS		Teacher and Adviser drawing		
		OTHER	YES	ROW TOTAL
HOD	%		8 15,4	8 15,4
TEACHER	%	14 26,9	30 57,7	44 84,6
COLUMN TOTAL	%	14 26,9	38 73,1	52 100,0

(Pearson chi square test p value = 0,01637)

Table 4.15 indicates that the HODs are more likely to be in favour of the scheme of work being drawn up by the teacher and adviser. The reason could be that the HODs are aware that both the adviser and teacher are responsible for improvement of their subjects, and as such should work together as a team. It is therefore essential that advisers work hard to live up to expectations. The HOD's as part of the management of the school are aware of the part that should be played by the subject advisers.

Table 4.16 THE RELATIONSHIP BETWEEN REPORTS BEING DISCUSSED WITH TEACHERS AND THE ATTITUDE TOWARDS ADVISERS' VISITS

REPORTS DISCUSSED WITH TEACHER		ATTITUDE TOWARDS THE REPORTS		
		POSITIVE	NEGATIVE	ROW TOTAL
YES	%	12 26,7	2 4,4	14 31,1
NO	%	12 26,7	19 42,2	31 68,9
COLUMN TOTAL	%	24 53,3	21 46,7	45 100,0

From table 4.16 it is clear that teachers with whom the reports are discussed are likely to feel positive about advisers visiting their schools. Most probably because they do not feel threatened and realise that the reports are done to improve their teaching and teaching methods.

Discussion of reports may lead to satisfaction with the services rendered by the adviser.

Table 4.17 RELATIONSHIP BETWEEN THE TEACHING OF SUBJECTS FOR WHICH NOT QUALIFIED AND USE OF THE LIBRARY

TEACHING OF SUBJECTS NOT QUALIFIED FOR		USE OF LIBRARY		
		ONCE A WEEK	SELDOM	ROW TOTAL
YES	%	1 2,0	11 22,4	12 24,5
NO	%	16 32,7	21 42,9	37 75,5
COLUMN TOTAL	%	17 34,7	32 65,3	49 100

Table 4.17 indicates that respondents who teach subjects for which they are qualified, frequent the library more than those who teach subjects for which they are not qualified. Teachers who teach subjects for which they are not qualified should be made aware that the library can help them acquire information to overcome their lack of qualification.

4.6.3 The relationship between individual schools and the advisory section

Views of representatives of different schools on what the expectations of teachers are, are discussed.

**Table 4.18 ATTITUDES OF REpondENTS REPRESENTING CERTAIN SCHOOLS
TOWARDS FUTURE ADVISER INVOLVEMENT IN SCHOOLS**

SCHOOL		ADVISER INVOLVEMENT		ROW TOTAL
		YES	NO	
A	%	13 25,5		13 25,5
B	%	8 15,7	4 7,8	12 23,5
C	%	13 25,5		13 25,5
D	%	13 25,5		13 25,5
COLUMN TOTAL	%	47 92,2	4 7,8	51 100,0

(Pearson chi square test p value = 0,00276)

Table 4.18 illustrates that School A, C and D would like to see the advisers becoming more involved in schools in future. It is also clear that school B does not wish to see the adviser becoming more involved in future. The reason for school B's negative attitude could be that teachers may be regarding themselves as capable enough, because of the good performance of the school in the std 10 results. It also is possible that teachers could not have been aware of the support they can receive from the Advisory Section to improve the results even further. (Department of Education 1991, 1992, 1993 Comparative table of Std 10 results in Qwaqwa).

Table 4.19 RELATIONSHIP BETWEEN SCHOOL AND FEELING ABOUT ADVISERS' VISITS

RESPONSES FROM SCHOOL		ATTITUDE TOWARDS ADVISER VISITS		ROW TOTAL
		POSITIVE	NEGATIVE	
A	%	8 16,7	4 8,3	12 25,0
B	%	3 6,3	10 20,8	13 27,1
C	%	8 16,7	4 8,3	12 25,0
D	%	8 16,7	3 6,3	11 22,9
COLUMN TOTAL	%	27 56,3	21 43,8	48 100,0

(Pearson chi square test p value = 0,04429)

Table 4.19 indicates that school A, C and D are generally positive about advisers' visits, while school B feel negative towards advisers' visits. The reason could be that the teachers feel the advisers are not measuring up to their expectations. The adviser should convince the teachers by action that all of them are responsible for achieving mutual objectives of the Department. It will also be essential for the advisers to set themselves very clear objectives that will further optimise classroom functionality: In such a way advisers will be selling their professional expertise.

Table 4.20 RELATIONSHIP BETWEEN ATTITUDES OF REPRESENTATIVES FROM SCHOOLS AND AWARENESS OF ADVISERS' REPORTS

SCHOOL	AWARENESS ABOUT ADVISERS' REPORTS			ROW TOTAL
		YES	NO	
A	%	9 17,6	4 7,8	13 25,5
B	%	1 2,0	12 23,5	13 25,5
C	%	4 7,8	8 15,7	12 23,5
D	%	6 11,8	7 13,7	13 25,5
COLUMN TOTAL	%	20 39,2	31 60,8	51 100,0

(Pearson chi square test p value = 0,01304)

Table 4.20 indicates that teachers in school A, C and D are aware of advisers' reports, while those in school B are not. The reason for this phenomenon could be that the advisers do not see the need of paying attention to the school because of its reputation of good work. The respondents in school B are also better qualified than the respondents from other schools in the sample. The indication of no reports sent could also be that no visits are paid to the school.

Table 4.21 THE RELATIONSHIP BETWEEN SCHOOL AND BEING SATISFIED WITH THE ADVISER

SCHOOL		SATISFIED WITH ADVISER		ROW TOTAL
		YES	NO	
A	%	8 15,4	5 9,6	13 25,0
B	%		13 25,0	13 25,0
C	%	6 11,5	7 13,5	13 25,0
D	%	8 15,4	5 9,6	13 25,0
COLUMN TOTAL	%	22 42,3	30 57,7	52 100,0

(Pearson chi square test p value = 0,00358)

It is quite clear from table 4.21 that there is a problem with all schools. The reason could be that the advisers are not selling teachers in the school. The teachers on the other hand may be despising the efforts that are put forward by the adviser and may be regarding themselves as being self-sufficient. It is important that advisers should plan their work effectively and win the cooperation of all teachers. Both teachers and advisers should realise their roles in improvement of work. They should regard one another as colleagues and start working as a team to promote education. There is a need that each school be viewed in perspective and treated differently from the others.

4.7 FINDINGS DERIVED FROM THE QUESTIONNAIRE

In this section only individual concluding remarks are made especially on the negative factors that should be dealt with. Findings are based on the various sections of the questionnaire.

They also centre around data derived from the descriptive and interpretative analysis and are the following:

- * Some of the problems between the Subject Advisory Section and the schools stem from the inability to consult and communicate well. The problem of communication is raised more than once in the responses (see 4.3.8, figure 4.11, table 4.9, table 4.13, figure 4.17).
- * Even though teachers are willing to receive advice, they are not satisfied with the manner in which advice is offered (see figure 4.11).
- * In future, teachers wish to see the advisers becoming more involved in schools (see figure 4.14).
- * If the HODs do not know what the code of conduct entails, obviously teachers will also be ignorant (see table 4.5).
- * The general feeling among teachers is that they work along with advisers as a team (see figure 4.10, table 4.4, figure 4.14, table 4.6).
- * Of all the schools in the sample, school B seemed to be exceptionally negative in all cases (see tables 4.18, 4.19, 4.20 and 4.21).
- * The role of the adviser in the schools seem not to be very clear to teachers (see table 4.9). Advisers seem also to be inaccessible to the teachers (see 4.3.8, figure 4.9). Teachers on the other hand seem not to be aware that advisers are other resources to use (see figure 4.13).
- * It was also discovered that the HODs fail to carry out their task of assisting the teachers by furnishing them with information (see table 4.9, table 4.13).



- * The difficulty of receiving genuine responses from the teachers because of the influence of the teachers' union was also experienced. In some cases responses were not given to open ended questions (see 4.3.6).
- * Politics influence peoples' views. Because of political instability which prevailed during the time of investigation, it was not possible to get the true picture of what the situation in the schools is.
- * Teachers with university training are more open to criticism and also feel that the advisers' reports should be discussed (table 4.8, table 4.11).
- * Most of the contact between advisers and teachers was established through courses conducted. The courses seem an effective way for advisers to reach out to the teachers (figure 4.8).

4.8 SUMMARY

The summary is based on the findings that were derived from the descriptive and interpretative analysis of data in this chapter.

- * It will be necessary for the subject advisers to scale down on meetings and improve the quality of courses to ensure better attendance by teachers, because contact is established at courses.
- * The ability to cooperate with other people is essential for any institution which wishes to develop. In-service training programmes that are designed to address managerial skills such as consultation, advisory, communication, teamwork, human relations should be designed and presented.
- * The importance of evaluation as one of the managerial activities of the adviser should not be overlooked. Continuous evaluation of the activities of advisers is essential.

If subject advisers are exposed to correct evaluation procedures and strategies, it will result in effective evaluation methods exercised with teachers in return.

- * It should be the responsibility of subject advisers to ensure that feedback is given to the teachers regularly. It will also be to their advantage to give feedback to a group of teachers at school. Whenever reports are sent to the school, a copy should be sent to the teacher to make sure that it is received. A bridging process should be initiated.
- * The advisers should become visible to the teachers. Shorter, but regular visits should be planned.
- * The existing patterns which exist in the schools should be exploited. Seeing that the HODs and colleagues are consulted more often by the teachers, it is essential that they be assisted to support teachers.
- * Involvement of subject advisers in the activities that are organised by the teachers is important. Such activities should also be developed further by the subject advisers.
- * The importance of motivating schools should not be overlooked. Schools which seem to be good should be assisted to excel further. It should be the responsibility of the subject adviser to think of ways in which new challenges could be presented. Opportunities of affording such schools further exposure in the greater region should be investigated.
- * Factors such as qualifications, experience, ability and individual needs of teachers should always be taken into account whenever advice is offered.

4.9 CRITICAL EVALUATION OF THE STUDY

Evaluation is based on all aspects in the study.

- 4.9.1 A pilot study could have been conducted between college and university trained teachers to test the proposed procedures. Some of the problems experienced could have been ratified during this stage.
- 4.9.2 Some of the responses given were not addressing the questions at hand or posed.
- 4.9.3 Close ended questions do not give a full range of possible answers.
- 4.9.4 In question 1.3 instead of having only two categories, a third category should have been used.

College	1
University	2
College and University	3

It has been difficult to use the responses meaningfully.

- 4.9.5 Information given in question 1.5 is to a certain extent influenced by what appears in question 1.3. Responses given in this question should have corresponded with those given in 1.3.
- 4.9.6 Information given in question 1.5 can also not be used optimally.

Teachers who acquire their SEC and SED qualifications which in actual fact is through Vista University, have only given their years of teaching obtained after acquiring such a qualification. The experience accumulated after receiving the initial training was not included. It is for example incorrect for a teacher with a SEC to give his years of training as two.

Requirements for admission of such a qualification clearly stipulate that a student who holds a std 10 certificate, and a two years teachers' certificate may apply for admission to study towards SEC (Vista University Calender 1991:31).

- 4.9.7 As a result of the influence of the Teachers' Unions, great caution had to be exercised in the formulation of certain questions.
- 4.9.8 It would be advisable to make use of interviews when future studies are conducted.
- 4.9.9 Information on academic and professional qualifications should have been separated for the findings to be meaningful. There are for example, teachers who are still not professionally qualified to teach in secondary schools, and some without a professional teaching certificate. Instead of generalising, it could have been beneficial, if teachers were asked to state the subjects in which they teach and are not qualified for. By so doing a person would know exactly to which subject advisers should devote the most attention.
- 7.9.10 The study should also have been conducted amongst subject advisers themselves in order to get a better profile of the situation.
- 7.9.11 In question 3.7 teachers should have been asked to indicate how their HOD's control the work, instead of generalising. It has therefore also been difficult to correlate the responses given in this question with those in question 3.5.

4.10 CONCLUSION

Chapter four focused on the analysis of data. A descriptive and interpretative analysis was done in order to verify or repudiate the statements of objectives for this study.

The questionnaire was divided into; biographic information, advisory work of the adviser, management of work, own personal educational related aspects, other freetime activities and open-ended questions.

The information obtained emphasize the need to eliminate factors that impede the improvement and execution of the work of the adviser. It is specifically managerial skills of the adviser that should be upgraded. Evaluation as one of the managerial activities of the adviser should receive the necessary attention. In-service training programmes to enhance the managerial skills of advisers should be designed for advisers in Qwaqwa.

Chapter five will investigate the possibility of formulating new evaluation criteria for the Subject Advisory Section of Qwaqwa Department of Education.

CHAPTER 5

NEW CRITERIA FOR THE EVALUATION OF THE SUBJECT ADVISORY SECTION OF THE EDUCATION DEPARTMENT OF QWAQWA

5.1 INTRODUCTION

Educational systems exist to meet the needs of pupils and the community; all the elements of these systems, including personnel evaluation should be directed towards achieving this purpose (Stufflebeam 1988:22).

It is wrong to assume that once subject advisers are appointed to their positions they will be able to function with minimal direction and clarification of what is expected of them (Redfern 1980:20).

Evaluation of subject advisers is necessary. It provides assistance in establishing long medium and short term goals and in placing priorities upon the most critical tasks. Advisers realise their major supportive accomplishments through working with other people. It is only through evaluation that they will be in a position of clarifying their relationships with others.

Subject advisers like all people would want to improve evaluation methods as one of the means to bring about said improvement. They are human beings that are inclined to err and they require exposure to evaluation in order to understand the base of their performance.

5.2 EVALUATION PROCESS

Evaluation is the process whereby attempts are made to come to conclusions about the effectiveness of a system. Such conclusions made, data and opinions gathered through evaluation, and other forms of assessment, are very helpful in guiding the future (Waters 1984:292).

Evaluation also is a process for calculating the extent to which persons measure up to existing standards (Sergiovanni 1991:283). According to this definition, subject advisers should accept being evaluated as an integral part of supervision. It is a reality which cannot be ignored by all those who are involved in educational matters.

Dean (1991:181) quotes Buckinghamshire who emphasises the guiding component of evaluation which is defined as obtaining, analyzing and communicating information and forming of judgements for the guidance of educational decision-making with regard to aspects of education. This implies that subject advisers in their guidance role will benefit from evaluation.

In terms of Qwaqwa Education Act No.7 of 1987 the subject adviser is charged with the task of rendering support services to the teachers. It therefore becomes necessary that the supervisor's work be evaluated and assessed in order to establish how effectively work is performed. This indicates that the evaluation serves a specific purpose.

5.2.1 Purpose of evaluation

The quality of guidance rendered by educators to deliver quality educational services requires evaluation. Any evaluation should further help to establish to what extent institutions' goals are understood and pursued, promised services delivered, and professional capabilities advanced, and incompetent or harmful personnel removed (Stufflebeam (1988:22). Stufflebeam warns that those who design, administer, use and participate in a personnel system must look beyond self interests. Evaluation of subject advisers should aim at guaranteeing the right of students and the community to sound educational services. Evaluation should measure the quality and functionality of specified tasks (Van der Westhuizen 1991:221).

When the focus of supervision is on teaching and learning as is the case with the activities of the subject adviser, evaluation becomes an unavoidable consequence. (Sergiovanni 1991:283).

Sergiovanni and Starratt (1988:352) mentions the many purposes of evaluation. These purposes applied to evaluation of subject advisers would mean:

- * ensuring that minimum standards are being met;
- * ensuring subject advisers are faithful to the systems' overall purposes; and
- * guaranteeing an educational platform to help teachers to grow and develop personally and professionally.

According to Zahorik (in Duckett 1980:92), education is a public enterprise and those in education which include subject advisers, are accountable for its success or failure. All such educators' responsibility is focused by questions such as: To whom is one responsible? For what is one responsible? By what means will accountability be demonstrated? Evaluation in this case provides the answers to these questions.

(Crone in Murphy 1987:156) warns that educational planners and programme administrators which includes subject advisers, would do well to learn some lessons from the practice of regular check-ups in the health field, because if they do not, they will continue to find themselves in the unsatisfactory position of trying to work out where their well-thought out plans went wrong.

Evaluation is a necessity for an individual who wishes to grow and develop in a position for the following reasons:

- * evaluation is seen as an instrument of maintaining a good supportive system for education as in the case of subject advisers;
- * evaluation becomes a pre-requisite when the fitness for purpose is maintained and promoted. The community has the right to demand this for the money they pay towards the education of their children. It should be the responsibility of the subject adviser to ensure that this claim is honoured;

- * evaluation, if properly organised, encourages and facilitates change of the managerial skills of the subject adviser; and
- * evaluation is aimed at providing the policy workers with what is happening in all spheres of education.

Even though evaluation should be done on both instructional and administrative matters, improvement of teaching and learning is the major reason for subject adviser evaluation.

According to Hopkins (1989:14) the purpose of educational evaluation serve four different functions:

- * formative: for improvement;
- * summative: for selection and accountability;
- * sociopolitical: to motivate and gain public support; and
- * administrative: to exercise authority.

It is important to emphasize that if the purpose of evaluation is to promote growth and development, the criteria and method of evaluation will have to serve this specific purpose. It therefore has become necessary to take a closer look at what evaluation entails. It usually is regarded as a process of helping the subject adviser to improve. It is also seen as a process of fostering growth (Allen, Lyons & Reynolds, 1981:3) because it is based on values.

5.2.2 Values and evaluation

Education as interpreted at different times, and by different cultures, embodies different values. Straugham and Wrigley (1980:73) stress that if the values are adapted even a little, the education which emerges will change.

People on the other hand have the value of appreciation for excellence at heart. Many parents, for example, value a good school and are willing to put up with less than satisfactory jobs and will live in neighbourhoods they would not otherwise want to inhabit, in order to secure this commodity for their children in a particular school (Straugham and Wrigley 1980:73).

The claim that education must embody values is deliberately or unconsciously interpreted in three different ways:

- i) Education is about evaluation, when one considers the amount of time and effort which teachers and subject advisers put into testing whether pupils have learned what they were intended to learn.
- ii) Educators, including subject advisers, are under a moral obligation to evaluate the results of their labour. The moral claim is also that education is an important activity which has a permanent formative effect upon children and as such it must not be approached in a aimless or uncommitted manner but rather be used as a positive means of improving individuals and the society (Straugham and Wrigley 1984:4). This can be achieved only if subject advisers and schools uphold and defend certain values.
- iii) It could also be suggested that education must, by definition, involve evaluation, because education is conceptually and logically linked to the motion of evaluation, just as it is to the notion of values (Straugham and Wrigley 1980:4).

Subject Advisers who take their work seriously must therefore wake up to reality and consider what the educational values of the school and society are because evaluation implies criteria and standards.

5.2.3 Criteria and standards as components of evaluation

Criteria are certain descriptive characteristics indicating acceptable standards and drawing further a judgement of goodness or badness. The criteria for evaluation of subject advisers as educators are numerous (Stake in Simons and Elliot 1990:15). There are criteria such as: meeting agreed-upon standards and norms, outdoing alternative objectives, and achieving stated goals of the objectives (Hopkins 1989: 15).

Evaluation is therefore limited to criteria, activities and aspects that are measurable.

Simons and Elliot (1990:2) however, caution that there is not a single set of criteria that adequately fits all situations and they further claim that to evaluate on the basis of any single instrument, or to rely on only a single authority is mindless. In selecting criteria, it is always helpful to distinguish among three types: input, process and product criteria (Braskamp 1984:32).

The input refers to what is brought into the teaching situation. The innovations that are initiated by the subject adviser, the changes that are affected, information that is given to both pupils and the teachers as well as the discipline that is instilled, all refer to input that should be evaluated.

The process focuses on what the subject adviser does both in the classroom and in organising, planning, and managing his/her work. The subject adviser's behaviour displayed, course organisation and evaluation procedures comprise this process.

According to McCabe (1980:15) the objective of the process should be formal consultations with teachers and pupils. It is further suggested that the subject adviser should not be a gatherer of evidence only, but has also to carefully choose that evidence. Objectivity require the subject adviser to first pass judgement from the first to the last day during the course of his/her work. The subject adviser ideally will not only provide reports on progress, but will rather shape the progress, involve the teachers affected and become part of the results and products.

The output refers to the product and emphasizes outcome of course learning, attitude change, skills acquisition as well as long-term learning (Braskamp, 1984:16 and 17). Output is to a certain extent the result of the innovation (input) that is brought into the classroom by the subject adviser.

Factors such as standards in education need also to be taken into account. Standards in education and elsewhere, refer to levels of achievement of expectation against which people and objects can be assessed (Straugham and Wrigley 1980:12).

Although the current debate about educational standards has usually been concentrated upon standards of skill, competency and intellectual attainment, concern has also been expressed about other types of standards such as standard of behaviour, of discipline, of responsibility and of respect. In trying to decide what constitutes a rise in these latter standards a value judgement is required (Straugham and Wrigley 1980:13). It is therefore essential that all criteria and standards be given consideration prior to any evaluation (Duke and Stiggins 1986:28). Evaluation is also influenced by the type of method of evaluation that is applied.

5.3 TYPES OF EVALUATION

The purpose for which evaluation is undertaken determines the type and process of evaluation.

5.3.1 Self evaluation

This is the type of evaluation where a person or official evaluates himself or herself. It can be used as a guide for self improvement, and may also be used as a tool for self analysis or an instrument of identifying steps that may be taken to accomplish improvements (Redfern 1980:53).

Bean and Clemes (1978:30) emphasize the importance of self evaluation by encouraging every person to do a self assessment along the same parameters as that done by the administrator. Subject advisers should be integrally involved in this type of evaluation because with self evaluation the subject advisers' opinions about own performance are definitely given weight in the final analysis, and some of the conflict that may be associated with evaluation is eased. If the subject adviser is critical of his own performance the opportunity for positive feedback and supportiveness is provided.

Harris (1989:244) suggests that the focus of self evaluation should be on pre-planning rather than on actual operations, as many problems can be avoided by pre-evaluation of the plans and arrangements themselves. It is further suggested that the discrepancies observed in the process of monitoring, should become the focus for more detailed data gathering.

Subject advisers, through self evaluation, must seek to know why certain occurrences take place within their work situation. By so doing, many problems could be avoided.

It became clear from responses given in chapter four (see chapter 4, table 4:7) teachers are not satisfied with the evaluation procedures exercised by subject advisers. The subject advisers could review and study their evaluation reports of teachers for whom they have been evaluators and in doing this would be indulging in self-evaluation to improve his/her work.

5.3.2 Collegial evaluation

This is evaluation where colleagues of the subject advisers such as Heads of department, subject teachers and subject advisers evaluate the adviser's work. Colleagues who have the necessary expertise are usually in an excellent position to judge colleagues (Braskamp 1984:63). Colleagues may also be individuals who are advising in similar circumstances as members of an evaluation team (Millan and Hammond 1980:187).

It will be advisable for the Education Department of Qwaqwa to employ administrators from head office, who could assess whether the educational needs and implementation by the subject advisers are really living up to expectations.

Even though information from peers could be considered potentially biased in growth oriented approaches to evaluation, there may be no more qualified source' of feedback on subject advisers' performance than another experienced, competent subject adviser. Subject adviser's take their colleagues' views to heart and learn from them (Duke and Stiggins 1986:31). This type of evaluation is different from external evaluation.

5.3.3 External evaluation or evaluation by experts

External evaluation is when experts from independent organisations such as universities are employed to evaluate the work of employees of the private sectors whose activities are educational. In evaluation of subject advisers, trained observers who are neither principals nor subject advisers may be used as monitors for example university lecturers.

If observations for example focus upon particular aspects of teaching and subject advisory behaviour, evaluatees could cooperatively develop forms or checklists that could be used.

It is of the utmost importance that the evaluatees and the subject advisers are in full agreement as to the purpose of using trained observers in the Subject Advisory Section. This technique seems to offer some promise for adding to the data collected for the purpose of making an estimate of the degree of productivity (Redfern 1980:53).

If the evaluator is given a point of reference, it will enable him to modify with his own judgements somewhat to be in accordance expectations of the subject adviser. Judgements supported by facts make it fairer to the evaluator and it is also more likely to accomplish the primary goal of the evaluation process, the improvement of performance (Redfern 1980:55).

Information which is collected from a number of sources and by a variety of methods reflecting a diversity of criteria is the ideal for obtaining a fair and credible assessment of subject advisory competence (Braskamp 1984:33).

Even though information from several people may be essential, external evaluation for Qwaqwa is not recommended as members may somehow feel threatened.

Other types of evaluation which the subject advisers may employ in determining whether the objectives that they set for themselves are actually achieved need also to be looked into.

5.3.4 Other types of evaluation

Formative, summative and diagnostic evaluation are discussed as other types of evaluation.

i) Formative evaluation

Formative evaluation is also described as an on-going evaluation which enables the head of the subject advisory section to monitor progress and make appropriate modifications as the programme proceeds (Waters 1984:292).

Formative evaluation represents an assessment of the strengths of an innovation and areas in need of improvement, before a conclusion or decision is reached on its success (Gorton 1980:308).

As indicated by Murphy (1987:161) this type of evaluation, evaluates not only the final outcome of a programme, but also recognises the problems and improves the process as the programme moves along, formative evaluation provides very important information about where and what is needed to improve a programme. Formative evaluation as such lends a helping approach.

Subject advisers in their work communicate with teachers, to find out what the existing problems are. Advisers also design programmes to assist the teachers. All such activities are aimed at meeting mutually defined objectives and as such are formative in nature. These activities of subject advisers should be evaluated by the Qwaqwa Subject Advisory Sections in order to gauge the success of performance.

ii) Summative evaluation

Summative evaluation is spoken of as the reporting of results. It is further warned that supervisors ought to monitor not only the reporting of results, but also how the activity of summative evaluation itself is designed and carried out (Sergiovanni and Starratt 1983:273).

This type of evaluation is also geared towards selection, certification and accountability. According to McCabe (1980:16) summative evaluation provides descriptive information, and is interested in efficiency statements, and tends to emphasize local effects.

Summative or final evaluation is usually carried out after a pilot course or year's work has been completed (Waters 1984:292).

Summative evaluation will represent an attempt to ascertain whether or not the innovation by subject advisers is meeting advisory objectives adequately (Gorton 1980:309). The subject advisers' work should be reviewed during evaluation at the end, by analyzing, to ascertain what the output of their work is and diagnostic evaluation can be embarked on.

iii) Diagnostic evaluation

Diagnostic evaluation is described as extremely valuable for improvement of work. It will enable the subject advisers to determine where difficulties have arisen and to respond to these in particular by providing relevant assistance (Waters 1984:921).

Harris (1989:244) however, points out that evaluation efforts which are directed toward identifying defects must be highly diagnostic in nature. The subject advisers in trying to eliminate some of the problems that exist in the schools, could be encouraged to engage in mini research projects. The subject advisers by so doing would be gathering and analyzing data, for the purpose of improving the conditions.

The mentioned three types of evaluation are of equal importance in the evaluation of the subject adviser who by virtue of his/her regular contact with teachers and the schools, must know what goes on in the school, must be able to identify the problems as they manifest themselves, the types of resources available, those that need to be supplied, the type of assistance that has to be rendered, and in the end to know what the factors are which influence the end result of the work.

In the light of the requirement that evaluation should be an on-going process, evaluation of the programme in operation within the advisory section in Qwaqwa is looked into, to establish reliability.

The aim of the chapter five is towards improvement of the programme for evaluation of subject advisers. The views of recent writers on evaluation are looked into to serve as the base from which to operate.

Stufflebeam (1988:22) suggests that evaluation should be carried out in a consistent, equitable and legal manner, regardless of who is evaluating and who is being evaluated. He also suggests that formal written guidelines be communicated to all parties involved. This concerns the policies and procedures of personnel evaluation.

These guidelines should be made available to all personnel to provide for the opportunity to review and discuss the purposes of evaluation and also to ensure protection of rights.

Murphy (1987:163) agrees with Stufflebeam when he suggests that the objective of evaluation should be to establish whether certain criteria were met, and that the evaluation should attempt to measure the changes that have occurred.

Evaluation is most useful when it is concerned with stimulating interest in improving programmes and with finding out what are the best ways to organise and run them. Positive evaluation should emphasize the good and recommendable (McCabe 1980:18).

Any section that wishes to strengthen its subject advisory evaluation process should begin by affirming its purposes with evaluation. Once clear purposes are affirmed, performance expectation for subject advisers and evaluation procedures should be reviewed to determine whether they are congruent with these purposes. Any mismatches between performance expectations or evaluation procedures and purposes of subject advisers should be resolved (Millan and Hammond 1990:158).

Good evaluation is not only concerned with "can do" but with other competency areas as well. It is not enough for the subject advisers to know and understand how to do their work, the subject advisers should be able to put the knowledge they acquire to work and to demonstrate that they can do the work. Most important is the question of "will do" consistently and on a sustained basis. Every subject adviser should therefore be expected to engage in a lifelong commitment, the "will grow" competency. Any programme designed should cover the know how, can do, will do and will grow (Sergiovanni 1991:287).

Easterby-Smith suggests that evaluation has three main aims:

- * proving that something is worth while;
- * improving current and future programmes and attempts to ensure that they become better than they are at present; and
- * recognition of the fact that evaluation cannot be divorced from the process on which it concentrates (Dean 1991:183).

This emphasizes that the possibilities for improvement are greater if there is a better understanding of what evaluation entails.

The present evaluation system as applied in Qwaqwa is looked into.

5.4 THE PRESENT EVALUATION SYSTEM APPLIED TO EVALUATE ADVISERS' PERFORMANCE

The Q13 evaluation form (see appendix II) available for use by the Subject Advisory Section in Qwaqwa is completed bimonthly. The form is used in all departments within the Qwaqwa Government service for purpose of merit assessment irrespective of the purposes and criteria for evaluation within the various sections in various departments.

Though formative in nature the programme seems not to be having impact. Consideration is not given to the fact that sections such as the Subject Advisory Section are also accountable to the end result. As such the summative form of evaluation is totally inseparable from the formative, evaluation as continuous evaluation.

Subject advisers by virtue of their work are specialists. The criteria for their evaluation should relate to the nature of their particular work. This can not be said of the old evaluation forms still used in Qwaqwa. The evaluation done by the Advisory Section does not in any way increase the satisfaction, morale and productivity of subject advisers. It does for example not adequately represent the advisory efforts and accomplishments of each subject adviser.

The evaluation is carried out bimonthly. The information received is in most cases not properly used for the purpose for which it was intended. The completion of the evaluation form bimonthly does also not allow the advisers enough time for making the necessary adjustments (Qwaqwa Department of Education 1987).

It is difficult also to identify the weaknesses from the information asked and provided. The form Q13 is also causing a communication problem, because information given is seldom discussed by those who receive it.

It is therefore essential that some modifications and adjustments be made in order to ensure that the objectives of the subject advisory section are accomplished.

In trying to improve the evaluation procedure of the subject advisers in Qwaqwa, the performance objective and the responsibility criteria have to be investigated.

5.5. PERFORMANCE OBJECTIVE EVALUATION

Performance based evaluation has been given many labels such as formative evaluation, management by objectives, mutual goal setting and supervision by objectives. All include similar processes and focus on essentially the same issues: what the objectives are, progress made, and ways of improvement. Such evaluation recognises that the responsibility for accomplishment of goals is shared by both the subject adviser and teacher (Allen, Lyons & Reynolds, 1981:5).

The formulation of a set of criteria for the evaluation of subject advisers in Qwaqwa, necessitates a more detailed discussion of the merits and advantages of the performance objective approach.

5.5.1 Six basic components of the performance objective evaluation

The basic components as suggested by Redfern (1980:21-25) are discussed, and the implications they have for subject advisers are given.

5.5.1.1 Responsibility criteria

The responsibility criteria defines the duties attached to the job. All duties of subject advisers as prescribed would be indicated (see attachment I). Both the evaluator and subject advisers need to agree on the criteria. Form A listing these activities, is attached (see attachment I form A).

5.5.1.2 Identifying needs

Both the head of subject advisory services and the subject advisers should determine needs cooperatively. The subject adviser should analyse his/her current strengths and weaknesses in relation to duties given under the responsibility criteria. Advisers should further regard their strengths as areas in which future gains can be made. The most important aspect for advisers would be the ensurance that objectives are being attained. It should however be noted that needs would, most probably vary according to various situations. Form B with identified needs is attached (see attachment I form B).

5.5.1.3 Performance Objectives

Objectives established, need to be challenging and at the same time realistic.

Subject advisers should pursue those objectives which they are able to achieve. The objectives selected will vary according to the needs of various subjects. All the objectives identified should be entered on a form which should be signed and kept by both the head of subject advisory section and the subject adviser for the purpose of eventual evaluation.

5.5.1.4 Action plans

The action plan should preferably be two fold and comprise specific plans for attainment of set objectives and an understanding of the ways the subject adviser and the head of Subject Advisory Section will work together in carrying out the plan of action.

As suggested by Allen, Lyons & Reynolds (1981:5) the head of the section should become less of an evaluator and more of an assistant during this stage. The emphasis should be upon meeting mutually defined objectives, and not upon giving summative judgement.

Both the head of Subject Advisory Services and the subject adviser would need to try and address the problems identified. The head must monitor the activities of the subject adviser. Both of them must ensure that appropriate actions are taken at all times. Monitoring exercised, should aim at collecting information that relate to the objectives being pursued.

5.5.1.5 Assessing results

Evaluation at this stage is focused primarily upon the extent to which the performance objectives have been achieved.

This stage also indicates how often assessment of work should be done, and by whom it should be done.

It is therefore advisable that assessment be made by the immediate supervisor of subject advisers, as he/she will be in a better position to assess whether the needs are really being met.

Assessment of subject advisers' activities is presently conducted bimonthly. It would be advisable if such an assessment could be run twice in a year:

- * Midyear assessment would provide additional time for adjustments to improve subject advisers' performance;
- * The end of year assessment should focus on the attainment of objectives and on the degree of overall performance. Both the head and the subject adviser should be involved.

The end of the year assessment should be summative in form and allow for a discussion of implications and for preliminary planning for the new year.

5.5.1.6. Discussion of results

It is suggested (by researcher) that a follow up conference should occur after each written assessment is completed. Evaluation conference is exceedingly important for people who are most intimately involved in the process to discuss the outcome of their efforts to achieve objectives.

Given all these notions, there is no doubt that evaluation by objectives and the responsibility criteria would be the most appropriate model for evaluation of subject advisers in Qwaqwa. As the process of evaluation is governed by the function that it is to serve, the performance objective approach seem to comply with the activities that are performed by the subject adviser.

It should only be noted that it will not be possible to accomplish every purpose. Both the head of the section and the subject adviser need to decide and agree on the needs to be accomplished.

Obviously this method of evaluation cannot accomplish all purposes. The needs will have to be agreed upon and negotiated by subject advisers and the head of the Subject Advisory Section.

5.6 CONCLUSION

Evaluation was discussed as a process. Various types of evaluation were looked into. The present evaluation system as applied to subject advisers in Qwaqwa has also been discussed. New criteria for evaluation has been formulated (cf objectives Chapter 1).

It is important that subject advisers must really understand the procedures to be used in arriving at evaluative judgements. Whether the subject advisers are playing a central or a supportive role, it is essential that they should be exposed to an effective evaluation system.

A performance objective approach and the responsibility criteria seem to be the programme responding to identified needs of subject advisers.

A performance objective approach seem also to be addressing all the functions of evaluation, and as such is the appropriate method for evaluating work of the subject advisers.

The performance objective approach places both the head of the Subject Advisory Section and subject advisers are placed in a new dimension. Involvement of both improves rapport.

The best way to learn about evaluation is to be part of such a process that is properly conducted. By involving the subject advisers in the evaluation programme, most of the problems alluded to in Chapter 4 are addressed.

Performance objective approach serve a dual purpose. It is not only the needs of the education department that will be met, the evaluation will also be serving as an aid towards developing the skills of subject advisers.

If criteria is set to assess the quality of performance on the basis of objectives, performance of subject advisers will surely improve, work of advisers would also be more challenging.

Evaluation is not something to be ignored nor to be left to the end of a programme, but should be done on a continuous basis.

The skills and techniques required to undertake evaluation depend upon the form of evaluation to be taken. It become clear from discussion in Chapter 5 concludes that subject advisers require skills such as, diagnostic, interpretative, communicative, consultive, evaluative and others.

Training would give the subject advisers confidence in evaluation skills and other skills which relate to their work. Training would also reinforce the importance of evaluation to a strong educational programme.

Chapter six investigates various ways of improving the supportive role of the Subject Advisory Section. A management training programme for staff members within the section is investigated and proposed.

CHAPTER 6

IMPROVEMENT OF THE SUPPORTIVE ROLE OF SUBJECT ADVISERS

6.1 INTRODUCTION

The role of the present support services in the Education Department of Qwaqwa were discussed in Chapter two. The relationship that exists between the subject advisory section and the schools was looked at in Chapter four. The misconception that people have about the role and function of advisers was addressed. The findings in these chapters highlight the fact that managerial skills of the advisers as well as their role of support services need some form of appraisal.

In this chapter focus shall be on the ways of improving the supportive role of the Subject Advisory Section. The management skills of the section are evaluated and ways in which these could be upgraded will be suggested. An in-service training programme for staff members within the section will be investigated and proposed.

The education services such as those that are performed by the subject advisers are at the heart of any department. The ideas and strategies generated here are focused on providing the services and facilities needed to meet the requirements of the future (Natal Educational Department 1988:6).

Like all teachers and administrators, subject advisers are aiming at achieving empowerment, support and excellence, in trying to meet the necessary requirement for the future (Stoll in Fullan and Hargreaves 1992:104) because excellence in education is the precondition for effective education (Smit 1990:64).

For the optimal exploitation of the personal experience and expertise of the subject adviser and for bringing about improvement in performance, the subject advisers need to be made aware of their strengths and weaknesses of work done in their subject areas in all the schools in Qwaqwa.

Efforts to improve the quality of their work should be a continuous process which is motivated internally as well as externally.

Chapter four highlighted certain deficiencies such as incorrect methods of evaluation and managerial procedures that are applied and which need to be taken care of that exist. It is therefore important that approaches such as in service training and other methods of improving the quality of work, be investigated.

6.2 VARIOUS APPROACHES TO PROMOTE IMPROVEMENT

Improvement of performance is brought about through both maintenance and change. Change can be planned or unplanned. Planned changes are referred to as developmental efforts or programmes. There are at least five different approaches to improvement within the context of planned change and these means improving:

- * instructional goals and objectives;
- * instructional resources provided;
- * the tools for instruction;
- * the working conditions within which teaching and learning take place; and
- * improving staff performance.

Railsback and Colby (1988:4) recommend means of bringing about improvement such as selective recruitment of advisers, in-service education, evaluation and recognition of advisers. McCabe (1980:18) also views evaluation as a process of bringing about improvement, but further suggests that evaluation is most useful when it is concerned with stimulating interest in improving in-service training courses or programmes with further aims of finding out what the best ways are to organise and run them.

It is evident that evaluation and in-service education, need to be seen as important tools for extending the knowledge of subject advisers and which should be applied in their advisory role.

In-service education is not the only way of improving performance, all other approaches such as selection and evaluation must be utilized (Harris 1989:13,14). Only approaches which seem to be relevant for the purpose of the study are discussed. The first to be discussed is selection:

6.2.1 Selection and appointment of subject advisers

Grittes (1978:11) points out that not all people can be advisers. Some are not interested, some are not prepared and some are just no good at it.

It is essential that the criteria used in selection subject advisers should include the following:

- * knowledge of advisory rules;
- * policies and procedures affecting the advising relationship;
- * good interpersonal skills;
- * proper screening;
- * knowing when to make referrals; and
- * a willingness to serve and improve.

Railsback and Colby (1988:4) state that the subject advisers need to be specialists in the teaching discipline, and also should be familiar with the fields' academic requirements and career opportunities. They should have a basic understanding of human behaviour and communication. These claims have universal application.

It would be advisable that those who are selected as advisers are people who have pursued their post graduate qualification in their areas of specialisation. Those that do not have post graduate qualifications should be encouraged to obtain such qualifications. Only then, the Department of Education can ensure that the subject advisers are innovative in what they are most knowledgeable about and most experienced in.

Requirements for appointment on the other hand require that an applicant must be in possession of a university qualification with specialization in a specific subject for which an application is meant. It is also required that applicants should have taught for at least a period of eight years.

It is essential that the position of the selection committee be improved. The panel of interviewers should ideally be composed of people with a professional teaching qualification and efficiency in the specific field. These are the people with the required expertise who would know best what the interview should accomplish. A panel of such interviewers also stand a better chance to achieve the goal and purpose of the interview.

It should also not be enough to appoint people on the basis of performance during the interview. Members of the panel should prepare for the interview. Research is essential. The committee must also try to acquire confidential reports from the schools where the applicants were serving, so as to ensure that only dedicated and committed people are appointed. It is only a sound understanding and knowledge of the subject that can prompt good questions from the interviewer which will in return prompt enlightening answers and responses from the interviewee.

After selection has been taken care of, the performance of subject advisers should be kept up to standard through regular evaluation.

6.2.2 Evaluation of subject advisers

Just as teaching is evaluated, advising should be evaluated. Evaluation and the various techniques that could be employed in evaluating advisory activities were discussed in chapter five.

For improvement to occur, evaluation should be done by people who are directly involved with subject advising, who best know what the policies of the subject advisory are. All those who need to know what it is all about, and understand their part in examining and improving what needs to be improved (McCabe 1980:15).

If subject advisers are to be evaluated concerning the execution of their tasks, they will need proper support in terms of training and other related matters (Hopkins, 1986:161).

It is only through continuous training with emphasis on specific skills that relate to the advisers' work, that the capability to advice giving will be enhanced. In-service education as a means of improving staff performance and of actualizing the change in the role and expectations of subject advisers is discussed in 6.3.

6.3 IN-SERVICE EDUCATION

In-service education concerns all personnel not just those who have problems or defects. In-service efforts are rooted in the belief that all personnel can improve their performance.

The study seeks to establish ways in which the Education Department of Qwaqwa through in-service education can improve the supportive role of subject advisers. In-service education is defined below:

6.3.1 Definition of in-service education

In-service training in education is defined as those education and training activities engaged in by primary and secondary school teachers and principals following their initial professional certification. It is intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively (OECD 1982:11).

In-service training is a person to person process which brings about innovations in the life and performance of an individual. If well planned, in-service education can be of great value, and as such needs to be an on-going process. In-service education, like any other education or training programmes needs to be planned in detail, and several stages of planning is necessary. Firstly needs for such programmes should be determined.

6.3.2 The need for in-service education

Modern education systems have become very complex with the result that more people such as subject advisers, school psychologists and remedial advisers have become involved in education.

Advisers have many roles to their work (refer to Chapter 2) their levels of functions are also varied (see 6.3) and they are also expected to operate on various terrains (see 6.4). The role of the adviser has to adapt in order to reflect the changing nature and growing complexity of the education service with which it is closely related. In-service training of advisers must reflect these diverse responsibilities.

Subject advisers who are expected to excel in their roles will have to be better equipped through in-service programmes that foster growth and development.

Unesco (1980:33) reports that subject advisers in the service need to be retrained to handle new curricula through programmes of in-service education.

The heavy reliance upon subject advisers to perform nearly all tasks required for developing and maintaining quality educational programmes, is a reality that cannot be treated lightly. It is this reality that renders in-service education both important and urgent (Harris, 1989:11).

As long as subject advisers make the crucial difference in the school operation, their in-service education will be a vital concern. Even if a fully qualified, ideally competent staff were available, time would gradually erode that competence as conditions change and acquired competencies become obsolete (Harris 1989:12).

All the above reasons emphasize the importance of in-service training to:

- * foster greater responsibility in subject advisers;
- * renew the emphasis of values and ethics;
- * improve the skills and hence the productivity of subject advisers; and
- * help the organisation achieve its strategic goals because training in itself is an investment in better government and better service to the community (Pearson 1993:9).

According to Lewis (in Bell and Day 1991:53) research has verified that subject advisers receive very little training for the tasks they have to perform. The report confirms the statement by the subject advisers appointed by the Universities Funding Council who admitted to not having the dimensions to their task until the briefing meeting (Richards and Wojtas 1990:267).

In spite of subject advisers having classroom experience, knowledge and expertise in the subject area for which they have been appointed, they still require training to fulfil their advisory functions more effectively and more easily. Like all other supervisors and teachers, subject advisers require training in all aspects of the job (Dean 1985 in Bell and Day 1991:56).

Edelfelt (1978:28) warns that successful in-service education should address specific problems or deficiencies perceived, which in fact implies different types of in-service education.

6.3.3 Different types of in-service education

When demands, needs and deficiencies have to be addressed successfully it is essential that programmes for in-service training cater for:

- * job-related in-service education: either directly or indirectly related to the acquisition of teaching skills;
- * professionally related in-service education: focuses on those aspects of the subject adviser's role which are specifically required for good advisory performance;
- * mobility related in-service education: primarily designed programmes to prepare the teacher to assume a new position when promoted or obtain a new credential for possible promotion; and
- * personal-improvement in-service education: characterised by the primary emphasis on human relations and personality development (Edelfelt 1978:30).

The different types of in-service education are based on the many aims and objectives formulated for this type of education advisory programme.

6.4 THE MAIN OBJECTIVES OF IN-SERVICE EDUCATION

The aim of in-service education for subject advisers would be to ensure that subject advisers are well equipped and systematically trained for the work. It is also to ensure that teachers' needs would be addressed effectively through the efforts of subject advisers.

Grittes (1978:10) mentions the following objectives:

- * to provide advisers with accurate and timely information about the policies, procedures and processes which affect the advisory relationship;
- * to provide advisers with additional skills required in the advising capacity. Skills such as communication skills which will enhance communication;
- * to increase teacher satisfaction with advisory services;
- * to increase adviser job satisfaction; and
- * to develop a comprehensive approach to academic planning as part of the total advisory process (Grittes 1978:10).

Harris (1985:36,39) suggests that training should focus on

- * subject adviser as trainee and individual;
- * experiences;
- * outcomes; and

- * the subject advisory section as the organisational structure. It is assumed that the organisational context in which training is done should also be taken into consideration.

Hopkins (1986:176) agrees with Harris and suggests that training of subject advisers as trainers of other people must cover broad approaches.

It must be:

- i) convergent - subject advisers must be fitted to a specific sequence of problem steps.
- ii) developmental, in that it should build upon the subject adviser's own unique approach to his or her role function.
- iii) organisational - should focus upon social organisational environment in which certain types of behaviours are expected to occur.

Hopkins (1986:177) further warns that training of subject advisers should be based on adult learning, the androgical model, a model which prepares a set of procedures for involving the learner to create a mechanism for mutual planning and for diagnosing the needs for learning.

By virtue of their appointment, subject advisers possess the necessary professional knowledge. Subject advisers are required to be in possession of a university degree majoring in a subject of specialisation. It is through in-service training that knowledge acquired would be increased further and integrated for meaningful supportive role. The subject adviser's confidence in his or her advisory knowledge would also be enhanced.

Chapter four revealed that teachers are not happy with the manner in which the advisory exercise is at times affected. Training would create a positive attitude about the advisory role by emphasizing aspects such as communication, feedback and consultation. Teachers tend to be more co-operative when channels of communication are open.

These objectives have to be realised by the Advisory Section, therefore any improvement experiment as far as subject advisers are concerned should be founded in the goals of the Advisory Section. These goals warrant a discussion.

In order to establish objectives for advising, the concept advising should be defined. Grittes (1978:9) states that he finds the definition of advising too comprehensive and that it is easier to specify what advising is not. According to Grittes advising is not a "fringe benefit" or minor support service only tangentially related to the real purposes of the institution. Advising is not something that anyone or everyone should or can do. A definition of advising would be contained in the objectives.

Referring back to the Subject Advisory Section of Qwaqwa, (Department of Education 1987:2) the subject adviser is charged with the responsibility of helping, guiding, supervising and advising the subject teachers in his field so that they can achieve opinions efficiency in their professional-didactic functions.

It is for this very reason that the subject advisers must possess managerial leadership qualities and interpersonal skills in order to be effective. This would constitute the goals of the Advisory Section in the process of designing in-service education for subject advisers.

In trying to formulate in-service training for subject advisers in Qwaqwa, it is advisable to look at the duties and accomplishments of the division that undertakes in-service education in Qwaqwa.

6.5 THE TRAINING DIVISION OF THE OFFICE OF THE PUBLIC SERVICE COMMISSION

In-service training courses in Qwaqwa are presently arranged by the Training Division of the office of the Public Service Commission, with effect from February 1994.

The nominations for course attendance are done in consultation with Training Committees in all nine Departments in Qwaqwa. Courses are conducted by the Training Institute, University of Pretoria.

According to policy, only 250 officers from all the sections may attend these courses annually, there even is a possibility that not all nominees can be accommodated. Preference for attendance is given to Directors and Deputy Directors. The possibility of other officers getting the opportunity to attend, becomes highly improbable. The training committee is not certain as to how many of the Subject Advisory Section will attend. Not one of the subject advisers has attended any of these courses.

The objective of these courses is to expose those officers who qualify for entry into the management echelon, to the different dimensions of public management. The annual programme of courses for 1994 covers aspects such as:

- * public management;
- * integrated management;
- * public administration;
- * speech making; and
- * supervisors' courses (Tsetsane:1993).

Even though aspects such as integrated management and the supervisors' course are covered in the training that is provided for by the Public Service Commission, the aim and role of subject advisers seem to be overlooked. Training in advisory techniques for subject advisers is desirable. The ultimate aim of training should be to successfully address the needs of both teachers and advisers. It is obvious from the requirements for attendance that only one out of thirteen advisers in Qwaqwa will attend the courses that are arranged in Pretoria. It is advisable that the department should take the initiative and arrange and design specific courses for its officers locally.

No specific in-service training programmes have been arranged for subject advisers in Qwaqwa.

6.6 PROPOSED IN-SERVICE TRAINING PROGRAMME FOR SUBJECT ADVISERS IN QWAQWA

When considering the objectives of the Subject Advisory Section, the various tasks that are performed to improve the quality of education in Qwaqwa schools, the reliance upon subject advisers to perform and maintain good quality work, the present state of in-service training in Qwaqwa, and the report findings by other educationists it is clear that some form of in-service training should be provided to develop the skills of subject advisers.

A secondary aim of the study is also to design an in-service training programme that will comprise a variety of activities. This is done to make sure that multiple outcome would be achieved.

Mention is made in 6.4 that the focus of training should be on the individual, because learning is a personal process which occurs within the individual. In satisfying this requirement, with a further aim of ensuring that subject advisers would develop more and improve as individuals, all aspects that relate to the performance objectives approach and the responsibility criteria, discussed in chapter five form part of the in-service training.

The performance objective approach on its own is personalized training. It is through the performance objective approach that the subject adviser as an individual would be in a position to make a self analysis of himself or herself, and thus become aware of his strengths and weaknesses.

The training is also striving towards making the subject adviser more effective in his or her advisory role. Training as such should include the skills that relate to the advisory role.

The focus of training is also on the organization of the Advisory Section. Training is designed in such a way that all members of the Subject Advisory Section as a group would engage in similar activities to see as to how best they could render the service in more satisfying and effective ways. Activities such as group discussions, group session for role playing and advisory workshops should be arranged. It is only through such activities that subject advisers will become aware of some of the shortcomings within their advisory role.

If cognizance is taken of the skills that the subject advisers need for their daily activities, it becomes necessary to build in all such skills when designing training in the general aspects of the advisory work.

The in-service training for Qwaqwa could be developed along the lines as suggested in section 6.7.

6.7 PROPOSED IN-SERVICE TRAINING FOR QWAQWA

In-service training should cover basic advisory counselling and, consulting skills and techniques as they relate to daily activities of advisers, according to the hierarchical order.

The department should initiate and take responsibility for arranging training according to the needs of advisers as identified.

The aspect of costs attached, should not be overlooked, especially when provision for such courses has not been made in the budget, as presently is the case. Time available should also be used profitably. It will also be wise to start with simple training, complex training could come later.

In-service training in Qwaqwa should consist of three training components which ideally should be spread over various school holidays. Courses should consist of three components: A one hour session devoted to pre-service procedures, eight one hour sessions concentrating on training, one hour should be used for a brief review session.

The trial model developed and implemented by Kroll (1990:4) is adapted by the researcher and used as the basis of a in-service training programme for subject advisers in Qwaqwa.

Component A: One hour of pre-service procedures.

The session should preferably be conducted during the September school holidays. A guest speaker should be invited to provide the following:

- * an overview of the general approach to the training;
- * a brief presentation on the importance of quality advising and the results of quality advising at other education departments or regions;
- * an overview of new advising materials and procedures; and
- * instructions on how to be an effective subject adviser.

Component B: Eight one hour training sessions.

These sessions should be conducted early in January before schools reopen for the new year, before school visits and other activities could take place. This will ensure that the advisers are well equipped to start the year with fresh and innovative ideas.

Advising deficiencies identified through the questionnaire in Chapter four could be presented and strategies to address these deficiencies could be incorporated into the training session.

In order to develop attitudes and skills, a series of activities such as visual presentation, role playing and making use of micro teaching, study film and programming should be ideally used and be designed to build advisory skills as suggested by Harris (1985:95).

Training should ideally be designed to build advisory skills such as:

- * communication;
- * diagnostic;
- * consultative;
- * decision making; and
- * evaluation.

An open discussion should conclude each session.

At the end of training, a questionnaire should be issued to subject advisers to assess whether knowledge, advisory skills, attitudinal and behavioural changes have occurred.

Component C: One hour brief review session on procedures.

The session should be conducted in July during winter school holidays, to provide a brief review of procedures. Subject advisers would once more be reminded of techniques and procedures to be employed in the course of their work.

The training sessions will aim at preparing subject advisers adequately for their supportive and advising functions. All relevant developmental skills such as consultation, evaluation, communication and counselling which are often implemented in advisory roles should receive attention during the training sessions. As a result of in-service training, support materials and information developed for use by the subject advisers will become available. This could serve to enhance the image of the subject advisers.

In-service training for subject advisers cannot be an annual exercise. To supplement adviser training, information on advisory techniques could be conveyed through publishing in the newsletter once or twice in a year. To actualize the process of willingness to serve, discussed earlier in the chapter, advisers could be encouraged to participate in mini research projects on aspects relating to their subjects, and further contribute towards improvement of work by publishing articles in the newsletter. Articles published in the newsletter could cover aspects such as: advisory policies, adviser responsibilities and various ways of approaching advisory work.

As suggested by Edelfelt (1978:37) advisers could also be encouraged to read professional magazines, research journals and articles from the Educational Resources Information Centre (Eric). It is through such publications that new ideas would be generated.

6.8 CONCLUSION

Chapter six focused on various ways which could be employed in Qwaqwa to improve the performance of subject advisers.

Various approaches of improvement such as selection, in-service training, change and evaluation were investigated.

- * selection: composition of the selection committee was discussed to ensure that the goals of the selection committee are accomplished. Selective measures which affect subject advisers for appointment were also discussed;
- * in-service training as an on-going process for the subject adviser was discussed. An in-service training programme for subject advisers was also proposed and roughly designed.

It became obvious from previous discussions that continuous training with emphasis on specific skills for advisory services is essential. It also became obvious that opportunities for research and development in the area of specialisation should be made available to afford the subject adviser a chance to build upon what has been advanced;

- * evaluation as the process of assessing whether the advisory section is meeting its goals was discussed and also how it should be done; and
- * It was also established that change in the role and expectations of advisers will be actualised through in-service training.

It also became clear that the knowledge base and use of effective advisory skills are the basis of change and improvement.

The knowledge is not the only aspect emphasized, the application of the knowledge is also emphasized, hence inclusion of advisory skills in the training programme for subject advisers.

The above discussion also imply that in-service training of subject advisers is dual. The training does not only improve the subject advisers as individual educators but as trainers of teachers.

For subject advisers to be deployed in more effective ways, it is essential that their roles be rethought through the process of in-service training.

Given all the necessary ammunition and training network, the benefits to both students and teachers and the community as a whole can be realised.

Recommendations based on the findings of the study will be discussed in the next chapter.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

In accordance with the objectives as stated in chapter one this study focuses on the supportive role of the subject advisers in Qwaqwa. The aim of the subject advisory section was investigated in chapter two and various functions that the subject advisers perform were discussed in chapter three.

The study also in chapters five and six dealt with the various ways which could be employed to render the work of the advisers meaningful to all teachers .

The findings derived from the information obtained are discussed in chapter seven. Recommendations which are based on the objectives of the study are also made.

X The findings are discussed in the order it was dealt with in previous chapters.

7.2 FINDINGS OF THE STUDY

The following list of findings is presented by the researcher:

- * Areas of managerial activities, such as communication, consultation, control of work which result in negative relationships between the advisory section and the teachers were identified (see chapter four). All such areas need to be addressed in order to encourage the smooth running of the supportive roles.
- * Offering advice does not mean visiting schools and checking on teachers' work for subject advisers to assert themselves in a supportive way, they must be conversant with new ideas and innovations that appear in their respective subjects (see chapter two).

- * Education is a cooperative activity which is shared by various stake holders. The contribution that is made by a single member towards education is very important, and should not be overlooked. To encourage mutual cooperation and innovation in the subjects which they are responsible for, the subject advisers must liaise with experts who pursue similar objectives as theirs, relevant in this instance are education faculties of universities, staff of colleges of education and other educationists from the private sector (see chapter five).
- * A healthy cooperative spirit between subject advisers and teachers is essential. Even an excellent adviser cannot achieve success without the support and cooperation of his colleagues in the education fraternity. Keeping his relationship intact without compromising on the standards will ensure good team spirit. In order to improve and gain the cooperation of the teachers, the subject advisers should be prepared to change some of their behavioural practices and attitudes (see chapter four).
- * Effective evaluation measures are essential for evaluating subject advisers. If knowledge of effective evaluation measures is encouraged, the advisory role would be enhanced (see chapter five).
- * Demands made upon subject advisers are varied. Advisers operate on various levels adopting different roles. This complicates the work of the subject advisers and demands more in-service training (see chapters two and six).

7.3 SUMMARY AND RECOMMENDATIONS

The recommendations are discussed against the background of information contained in the various chapters of this study.

To be successful in the practice of advisory work, the subject advisers besides the professional knowledge, need good public relations and need to portray a positive professional image.

In striving for improvement within the section, attention should be focused on the following aspects:

- * The subject advisers should engage in the improvement and upgrading of their expertise in the subjects for which they are responsible. Improvement of professional qualifications, and teaching methods is essential. Improvement based only on academic qualifications is not enough;
- * Advisers work with teachers through whom they are able to achieve the objectives of the Department. It is for this reason that they must possess managerial leadership abilities and interpersonal skills in order to be effective. Attention should be focused on in-service training for inter-personal and advisory skills to enhance personal and other awareness skills;
- * The efforts designed should also deal with steps each individual adviser can take to improve self concept and personal image. All such steps should be geared towards demonstrating competence on the job, exhibiting motivation and drive and developing a winning image and developing a reputation as a subject adviser; and
- * Each subject adviser should be prepared to address challenges and the needs facing the Subject Advisory Section. The advisers should find out what other advisory sections elsewhere are doing, and assimilate that.

The subject adviser should therefore be encouraged to become involved in the development of matters related to their mission. As masters of their subjects, subject advisers must aim towards striving for excellence in subject advisory. Advisers must be encouraged to research, and to recognise the urgency of research as a tool with which to pursue their subject development. Advisers must be made to understand that it is only through research that they should get to know what is going on in other parts of the world.

It is through research that they would be able to exchange, challenge and recharge all information that is supplied during research sessions. Advisers would also be creative and would develop a vision. Subject advisers should also present papers on aspects relating to their work, thus making an impact.

In order to be successful in the implementation of advisory work, linkages with other agencies should be established:

- * Subject advisers should be encouraged to maintain contact with educational bodies and committees such as the examination boards that are involved in the planning for their subjects. Opportunities for such contact should be made available. Contact with advisers in other departments should also be maintained. Such contact will have an impact on some of the questions the teachers pose;
- * Advisers should also encourage visitation among teachers for purposes of discussions and groupwork. Advisers, who want to establish cooperation with teachers, should involve them in their planning of activities. Advisers on the other hand should be encouraged to hold after school meetings with teachers to discuss some of the important aspects of subject content; and
- * Advisory centres offering programmes for certain groups of teachers and pupils could be established, where problems and needs identified would be addressed.

The focus should also be on the steps that could be taken on all levels and terrains of operation in order to change the image of the subject adviser. All such steps should include aspects such as programme accreditation of the Advisory Section, credentialing of members of the Advisory Section, and development of advisory standards; and

- * It is essential for the advisers to know what their priorities are. Advisers should therefore adhere to policies of the Advisory Section. The name of the Advisory Section and designation of advisers clearly indicate what their role is. Advisers should therefore devote more of their time to the advisory function. Greater emphasis should be on the delivery of advisory services rather than on departmental activities which take up most of the advisers' time. The framework in which the advisers will be required to operate, should also be designed clearly.

The advisers should establish a relationship of trust with teachers. They should be people teachers can turn to for advice; and

- * Evaluation as an important managerial component cannot be ignored. Criteria for evaluation of advisers should be formulated and redesigned on an ongoing basis, by senior officers in the subject advisory section. The senior officers, however, to succeed in carrying out this activity would require in-service training. Specialists in evaluation procedures could also be brought in to set the new evaluation criteria.

7.4 CONCLUSION

The conclusions and opinions expressed in this study are those of the researcher and not that of any other person. The results in the study are relevant to the Subject Advisory Section of Qwaqwa Department of Education.

The function of the adviser has been examined. The relationship between the adviser and teachers has also been investigated. It has been established that improvement of the advisers' role is to a great extent, influenced by factors such as the managerial skills that are applied, support given to advisers, and provision of opportunities for further development in the field of one's subject and evaluation of work as a continuous effort.

The findings of this research clearly illustrate that the success for improvement of quality education starts in the classroom. The quality is further enhanced through the various activities that are performed by the advisers. The advisers therefore have a pivotal role to play, that is why it is essential that they furnish teachers with the necessary information to do the work properly.

The findings clearly indicate that the advisers by virtue of their role, need to be assisted to develop the competency of giving advice and to be empowered to become more expert in their functions. It is only when they possess some level of expertise that teachers will respect them.

If the Advisory Section really aims at improvement, its activities need to be directed towards improvement. If advisers are empowered and supported in their activities, the impact on both the teachers and students will be greater.

7.5 SUGGESTIONS FOR FURTHER STUDY

- * The supportive role of the subject advisory section in the Education Department of Qwaqwa has been investigated. Further investigation could be undertaken to establish the possibility of an advisory programme which would render the advisory section more effective and efficient.
- * A comparative study could be conducted to establish what the position is between the services of subject advisers in Qwaqwa Education Department and any of the Education Departments in the neighbouring states.
- * It became clear from the study that university trained teachers are more open to advice and criticism from the advisers, than college trained teachers. A pilot study could be conducted to establish whether reasons advanced could warrant any further study in this direction.

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APPENDIX I

QWAQWA GOVERNMENT SERVICE DEPARTMENT OF EDUCATION SUBJECT ADVISORY SERVICE

A. Policy

To upgrade and improve productivity in a specialised field at school and college level, a specialist must be appointed to ensure:-

1. that the child is educated towards intelligent and useful citizenship;
2. that the inherent potential of each child is developed, interpreted and understood;
3. that the teaching of the subject matter is effective; and
4. etc. and etc.

B. Duties

To lead guide, supervise, control and inspect the teaching of the subject(s) responsible for.

C. Procedure

1. Plan and draw up your workprogramme for the year and submit it to the Principal Education Advisor for approval.
2. Supply all circuits and schools with copies of the programme timeously.
3. After every visit to schools, draw up an individual school report, submit it to your principal for comments and thereafter submit 2 copies each to the respective circuit heads.
4. Discuss problems identified with principals and/or circuits after every visit to schools.
5. The Principal Education Advisor in turn submits copies of the reports to the Deputy Director for his attention.

MANAGERIAL FUNCTIONS OF THE EDUCATION ADVISER

Introduction

The Education Adviser is by nature of his appointment placed in a position of authority and leadership in his field of specialisation. He is charged with the responsibility of helping, guiding, supervising and advising the subject teachers in his field so that they can achieve optimum efficiency in their professional-didactic functions. He is thus a coordinator charged with the responsibilities of planning, organising, leading and controlling educational activities in his particular field of specialisation. He is responsible to the Principal Education Advisor via the Assistant Directors in matters affecting the circuits. The education adviser may correspond directly with schools in matters affecting his/her subjects. His/her managerial functions thus comprise the following:

1 **PLANNING**

1.1 Investigation

To investigate the inputs, processes and outputs of schools in his/her subject(s) so as to facilitate planning.

1.2 To investigate possibilities of improving achievement in his/her subject(s) by studying and analysing the reports by departmental heads, principals and circuit inspectors on his/her subjects, statistics of his/her subject(s) to evaluate the standard of education, determine trends and needs and identify problem areas that have to be attended to.

1.3 To investigate through visits to schools, discussions and conferendes with principals, deparmental heads, classes and subject teachers so as to evaluate situations prevailing in schools with regard to his/her field of specialisation.

1.4 To investigate causes of poor test and examination results, problems and achievements in his/her subjects.

Determining of aims

- 1.2.1 To determine long and short term objectives for his/her subjects and communicate them, after consultation with Assistant Directors and Circuit Inspectors - in clear terms to principals, departmental heads and teachers.

Budget

- 1.2.3 To budget for additional handbooks and teaching and learning aids, educational journals etc. and submit his budget to the Principal Education Advisor after consultation with Assistant Directors. This must be done in appropriate time.

2 ORGANISATION

- 2.1 To constitute subject committees for his/her subject(s) and formulate a subject policy for the region.
- 2.2 To draw up a year programme for subject meetings and present it to the Principal Education Advisor after consultation with Assistant Director.
- 2.3 To draw up a work programme for his/her subject(s) and offer courses at school, circuit, and regional levels (In-Service Centre).
- 2.4 To organise and hold conferences with regard to his/her subject(s).
- 2.5 To hold orientation courses aimed at improving academic-didactic knowledge of the newly appointed and/or new subject teachers in his/her field of specialisation.
- 2.6 To study, discuss and interpret the demands of the curricula regularly and give guidance in the correct pedagogic - didactic approach.
- 2.7 To organise, supervise and control the examination questions and memoranda for his/her subject(s) at school and regional levels.
- 2.8 To organise and control competitions, to organise and award prizes etc. in his/her field of specialisation so as to encourage teachers and pupils to achieve more through further study.

- 2.9 To draw up daily, monthly quarterly and yearly reports.
- 2.10 To draw up daily reports on his visits to schools and submit them to Assistant Director concerned for his comments before their despatch to the schools(s) concerned. Hereafter one copy should be submitted to the Assistant Director for control and record purposes. Both these reports shall be made available to the Assistant Director(s) by the Principal Education Advisor who shall have made a thorough study thereof, after receiving them from the education advisor concerned.
- 2.11 To draw up monthly, quarterly and yearly reports on his/her overall activities for the period and submit them to the Principal Education Advisor.

3 **PERSONNEL**

- 3.1 Placement of subject teachers.
 - 3.1.1 To ensure that each subject teacher is correctly matched with the task allocated to him/her.
 - 3.1.2 To recommend transfers of subject specialists according to the demands of the situation in the region. The schools and circuits involved must be approached before the issue is tabled before the Deputy Director (Educ. Control) for finalisation.
- 3.2 Utilisation of subject teachers
 - 3.2.1 To keep on record in his office a complete list of subject teachers, their qualifications, progress records etc. in the region according to schools and circuits.
 - 3.2.2 To ensure that each school is properly staffed with regard to the subject(s) of his/her specialisation and advise the principal, circuit inspectors and the Assistant Directors accordingly.
 - 3.2.3 To ensure that each subject teacher has a full programme daily.

- 3.2.4 To ensure that every subject teacher works full steam and full time from the first day of the school quarter.
- 3.2.5 To ensure that every principal and departmental head supervises and evaluates the work of subject teachers concerned regularly.
- 3.2.6 To ensure that subject meetings etc. are held regularly and that records are supervised properly.

4 DEVELOPMENT

- 4.1 To motivate all subject teachers towards a thorough study of the curriculum, attendance of courses and further study in the line of their specialisation.
- 4.2 To arrange and encourage teachers to attend seminars, conferences, etc. in the region and elsewhere.
- 4.3 To arrange for specialists to come and assist at regional level.

5 GUIDANCE AND CONTROL

- 5.1 The education adviser must bring himself to read books, periodicals etc. so as to keep himself informed about new developments in his/her subject(s) of specialisation in order to be able to guide his subject master accordingly.
- 5.2 To initiate action, projects (for instances in Agriculture) and ensure that they are carried out.
- 5.3 To make it his/her business to guide and follow up prior to inspection.
- 5.4 To conduct regular inspection and evaluation of the work done in the subject(s) and identify problem areas during such inspections with the aim of giving further guidance.

6 EVALUATION OF TEACHERS

- 6.1 To assist in the evaluation of subject teachers for permanent appointments.
- 6.2 To assist in general inspections of the schools in the region.

7 EXAMINATION ACHIEVEMENTS AND CLASS TESTS

- 7.1 To evaluate and analyse examination and tests results in the concerned subjects, and compare the achievement against their achievements in other subjects.
- 7.2 To assist in the running of external examinations.
- 7.3 To analyse and discuss the examination results in the subject, identify the problem areas and give the necessary guidance.
- 7.4 To draw up examination statistical data in the subject and submit it to the Deputy Director (Education Control) via the Principal Educ. Advisor.

COMMUNICATION

To maintain a proper and effective communication with teachers, Circuit Inspectors, Assistant Directors, Principal Education Advisor, Deputy Director (Education Control).

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APPENDIX II

**QWAQWA
GOVERNMENT SERVICE**

BI-MONTHLY REPORT NO.

NAME :

FOR AND 19.....

RANK :

W.R.T.

(To form basis of

Dept. Branch

future merit report)

Division / Section

(To be completed Bi-monthly)

- (a) This report must preferably be completed by an officer's or employee's immediate supervisor. The reporting officer must in any case be at least one grade senior to the officer being reported on.
- (b) Before completing this report the reporting officer must first study the relative portion of his procedure manual and Staff Code D.11.

1.

MERIT ASSESSMENT ACCORDING TO THE PAST TWO MONTHS' WORK

Quality (If any question not applicable state "n/a" in marking)

MARKING X				
(A) RESPONSIBILITY	Exceptional	Above Average	Average	Below Average
(i) The officer's sense of responsibility in respect of observing of working hours, official appointments, care for government property, etc. is				
(ii) His conscientiousness is				
(i.e. does he give immediate attention to his work or must he be prodded?)				
(iii) His insistence upon correctness, accuracy and the proper rounding of his word is				

<p>(iv) His willingness to do more than is expected of him is</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>				
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
<p>(v) His willingness to keep abreast of new developments in his field of activities and his interest in official matters including matters beyond his own official duties are</p>				
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
<p>(B) INSIGHT</p> <p>(i) His knowledge of his work is</p> <p>.....</p> <p>.....</p> <p>.....</p>				
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
<p>(ii) The extent to which he succeeds in applying his knowledge successfully/ judiciously is</p> <p>.....</p> <p>.....</p> <p>.....</p>				
	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
<p>(iii) His ability to realise solutions to problems is</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			

(iv) His ability to realise solutions to problems is				
			
(v) His ability to realise the consequences and wider implications of a matter is				
			
(C) HUMAN RELATIONS (i) His ability to assume leadership is				
			
(ii) His character in general as far as friendliness, courtesy, loyalty, etc. are concerned can be described as				
			
(iii) His ability to act calmly in a crisis situation is				
			

(iv) His disposition/conduct (including training of subordinates where applicable) towards his seniors, subordinates (if any), colleagues and the public (where applicable), is				
			
(v) His ability to act firmly, but still tactfully, where necessary, is				
			
(D) ORGANISATION (i) His ability to keep records up to date is				
			
(ii) His ability to deal with matters in order of their priority is				
			
(iii) His ability to organise his work in such a way as to obtain maximum productivity with the least expenditure of time and energy is				
			

(iv) His planning and preparedness for unforeseen circumstances are				
			
(v) His co-ordination of his/his section's work with that of other officers/sections is				
			
(E) PRODUCTIVITY (i) The officer's utilising of official time is				
			
(ii) His drive and ability to persevere in spite of hindrances are				
			
(iii) The quality of his work in general taking into consideration the time devoted to it, is				
			
(iv) His normal pace of work is				
			

(v) Bearing in mind quality, his output is				
			
			
			
			

2.

**PERSONAL QUALITY ASSESSMENT BASED
ON THE PAST TWO MONTHS**

QUALITY	MARKING X	
	YES	NO
(A) MISCONDUCT Has the officer during this period been quilty of and punished or reprimanded for:- (i) the excessive use of liquor or drugs on duty or else where? (ii) unauthorised absence from duty? (iii) If so, was it a repetition of earlier misconduct?		
(B) USE OF LIQUOR NOT AMOUNTING TO MISCONDUCT Does he smell of liquor on duty?		
(C) APPEARANCE (i) Does he suffer from any physical abnormalities? (If not, detailed before, do so now on a separate sheet) (ii) Having regard to the nature of his duties, is he neatly dressed and clean?		

3.

NOTEWORTHY OCCURRENCES DURING THE PAST TWO MONTHS

(Quote file references and dates where these have a bearing on the matter)

(A) FAVOURABLE (Big jobs well done, original ideas, etc.)	(B) UNFAVOURABLE (Poor work, insobriety cash shortages, surpluses, etc.)
.....
.....
.....
.....
.....
.....
.....

4. SIGNATURES

5. REPRESENTATIONS

(A) Reporting Officer Date :	(To be submitted, where necessary on a separate sheer)
--	---

6.

COMMENTS BY THE HEAD OF THE OFFICE (IF ANY)

.....
.....
.....
.....
.....
.....
.....

.....
SIGNATURE

.....
DATE

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ATTACHMENT I

FORM A. RESPONSIBILITY CRITERIA

1. Main Criteria: Planning, Organisation and Administration Criteria

- 1.1 Use of research findings towards improvement of work
- 1.2 Short and long term planning
- 1.3 Ongoing programme to diagnose and assess needs of teachers
- 1.4 Investigate input, processes and outputs of schools.

2. Main Criteria: Communication Management Criteria

- 2.1 Consultation with teachers, circuits and other people whose work relate with those of subject advisers
- 2.2 Evaluation, interpretation and provision of feedback
- 2.3 Communication with teachers and other people
- 2.4 Dissemination of relevant information to schools

3. Main Criteria: Personnel Development Criteria

- 3.1 Orientation of new teachers
- 3.2 Sensitivity to needs of teachers
- 3.3 In-service courses, seminars, conferences
- 3.4 Motivating teachers

4. Main Criteria: Motivating pupils Criteria

- 4.1 Develop learning activities that are challenging to pupils
- 4.2 Motivating pupils
- 4.3 Consultation with pupils during the afternoons

5. Main Criteria: Management of instruction

- 5.1 Facilitation of instruction
- 5.2 Provision of sillabi, lists of books to achieve objectives
- 5.3 Using evaluative data to design instructional strategies
- 5.4 Monitoring modifications - regular visits to schools

- 6. Main Criteria: Professional Competencies and improvement**
- 6.1 Sensitivity to need to grow professionally
 - 6.2 need to grow and up to-dateness in area of subject specialization
 - 6.3 participation in subject development activities
 - 6.4 Contribution to adult education and in-service training activities

Source: Redfern 1980:69 as adapted.

ATTACHMENT II

FORM B. IDENTIFYING NEEDS

Head/Advisory Section _____ Designation _____

Subject adviser _____ Designation _____

Year _____ Date _____

Directions: Only the criteria that represent area(s) where improvement is needed, are indicated. These will be needs that will be addressed during the evaluation period. In completing the form, information should also be derived from the reports that are submitted by the subject adviser.

Main Criteria	No.	Description	Subject Adviser	Head	Consensus
Planning Org/Adm.	1	short and longterm planning ongoing programmes			
Communication	2	dissemination of relevant information consultation			
Personnel Management	3	orientation/ new teachers motivating teachers			
Motivating pupils	4	develop learning activities motivating pupils/talles			
Management of instruction	5	facilitation of instruction monitoring modifications			

Professional improvement	6	need to grow participation in subject development activities			
--------------------------	---	--	--	--	--

Signatures - Subject adviser _____

- Head of advisory section _____

- Date of conference _____

Source: Redfern 1980:25 as adapted.

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ATTACHMENT III

QUESTIONNAIRE

SECTION I : GENERAL INFORMATION

Record No.

0	1
---	---

Card No.

1	
---	--

School

1	
---	--

1 - 2	
-------	--

3	
---	--

4	
---	--

1.1

HOD	1	
TEACHER	2	

5	
---	--

1.2 GENDER:

MALE	1	
FEMALE	2	

6	
---	--

1.3 Where did you train as a teacher?

COLLEGE	1	
FEMALE	2	

7	
---	--

1.4 What is your professional qualification?

SEC	1	
SED	2	
HED	3	
U. Ed	4	
B.A. Ed	5	
B. Sc. Ed	6	
B. Com. Ed	7	
Other - describe		

8 - 9	
-------	--

10	
----	--

1.5 How long have you been teaching?

Number of Years:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

11	
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1.6 Are there any subjects that you teach for which you are not qualified?

1	2
Yes	No

12	
----	--

1.7 How important is your pupil's well being?

.....

.....

1.8 What do you regard as qualities of a good teacher?

.....

.....

1.9 What do you wish to accomplish as a teacher?

.....

.....

1.10 How would you describe teaching?

.....

.....

Explain your answer

.....

.....

SECTION II : ADVISORY WORK OF THE ADVISER

The relationship that exist between the adviser and the teacher.

2.1 How many times have you had contact with the adviser in your subject during the last two years

	1	2	3	4	5
Meetings					
Courses					
Visits					
Frequency	None	Once	Two Times	Three Times	More Times

13	
14	
15	
16	

2.2 Do you wish to receive advice from the adviser?

1	2
Yes	No

17	
----	--

Substantiate your answer:

.....

.....

18	
----	--

2.3 Are you satisfied with the activities that are performed presently by the subject adviser in your subject?

1	2
Yes	No

19	
----	--

Reasons:

.....
.....

2.4 Is the adviser in your subject playing any important role?

.....
.....

2.5 Do you think the advisory section is in any way contributing to achievement of school objectives and better results?

1	2
Yes	No

20	
----	--

Reasons:

.....
.....

2.6 Where do you go for advice when you have problems?

Adviser	1
Colleague	2
H.O.D.	3
Friend	4

21	
22	
23	
24	

2.7 How often have you asked for advice from the following people?

PLACE	FREQUENCY				
	None	Once	Twice	More times	
Adviser					1
Colleague					2
H.O.D.					3
Friend					4

25	
26	
27	
28	

2.8 How do teachers feel about the advisers visiting the schools?

Positive	1	
Negative	2	

29	
----	--

2.9 Do you wish to see the advisers becoming more involved in schools in future?

1	2
Yes	No

30	
----	--

If YES, how?

.....

.....

.....

SECTION III : MANAGEMENT OF WORK

3.1 Have you been furnished with a copy of the code of conduct?

1	2
Yes	No

31	
----	--

3.2 Are you aware of the conditions of service for teachers?

1	2
Yes	No

32	
----	--

3.3 Do you think the planning of work is necessary?

1	2
Yes	No

33	
----	--

Reasons:

.....
.....

3.4 In your opinion who should draw up the scheme of work in a subject?

Only teacher	1
Only adviser	2
Teacher and Adviser	3
Other specify	4

34	
35	
36	
37	

Reasons:

.....
.....

3.5 What activities are organised by the school to encourage learning?

.....
.....

3.6 How important do you think it is for one's work to be checked and controlled?

Vital	1
Useful, but not essential	2
Unimportant	3

38	
39	
40	

Reasons:

.....
.....

3.7 How does your school control the work of teachers?

.....
.....

3.8 Are you aware of the reports that are sent by the advisers?

1	2
Yes	No

41	
----	--

3.9 Are the reports discussed with the teacher?

1	2
Yes	No

42	
----	--

3.10 What is your feeling about the reports coming from the education advisers?

.....
.....

SECTION IV : OWN PERSONAL / INDIVIDUAL ACTIVITY

How often do you engage / involve yourself with the following?

ACTIVITY	1 One/more times per week	2 Seldom	3 Never / Only in excep- tional cases		
TV/Radio Ed. Programme	1	2	3	43	
Extra Lessons	1	2	3	44	
Library	1	2	3	45	
Any other Ed. centre	1	2	3	46	
Enlist assistance of co-workers	1	2	3	47	
Discuss Ed. problems with co-workers	1	2	3	48	

SECTION V : OTHER ACTIVITIES

How often do you take part in the following activities?

ACTIVITY	1 One/more times per week	2 Seldom	3 Never / Only in excep- tional cases		
Sport with Schools	1	2	3	49	
Community work	1	2	3	50	
Church Activity	1	2	3	51	
Private Studies	1	2	3	52	
Other activities / Specify	1	2	3	53	

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